DOCUMENT RESUME

ED 106 746 95 CG 400 125

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TITLE	Educational Advising and Vocational Choice. Searchlight: Relevant Resources in High Interest Areas. Retrospective Search 18R.
INSTITUTION	ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
BUREAU NO	BR-6-2487
PUB DATE	Dec 74
CONTRACT	OEC-3-6-002487-1579
NOTE	44p.
AVAILABLE FROM	Impact Publications, School of Education, Room 2108, The University of Michigan, Ann Arbor, Michigan 48104 (HC-$1.50, cash or money order must accompany request)
EDRS PRICE	MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS	Annotated Bibliographies; *Career Choice; *Counseling Programs; Decision Making; *Educational Counseling; *Occupational Choice; Resource Materials; *Vocational Development

ABSTRACT

This annotated bibliography, prepared by the ERIC Counseling and Personnel Services Center, is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports that have been cited in the ERIC publications Research in Education and Current Index to Journals in Education, and in Dissertation Abstracts International from March 1973 through September 1974. This search covers information regarding the viability of certain counseling techniques and programs with respect to career development and actual vocational choice. One hundred and ninety-eight document abstracts have been retrieved. (Author)

ED106748

searchlight

Relevant Resources in High Interest Areas

18R RETROSPECTIVE SEARCH

Compiled by Richard Galant
and Nancy J. Moncrieff

December 1974

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This search covers information regarding the viability of certain counseling techniques and programs with respect to career development and actual vocational choice.
(198 document abstracts retrieved)

$1.50

CG 400 125

Educational Advising & Vocational Choice

Introduction

This information packet, prepared by the ERIC Counseling and Personnel Services Center, is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports that have been cited in the Educational Resources Information Center's (ERIC) publication, Research in Education (RIE), in Dissertation Abstracts International, and in ERIC's Current Index to Journals in Education (CIJE) from March 1973 through September 1974.

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ERIC Documents

ED 049 356 VT 012 113
A Guide for Teachers of A Course in Career Exploration, Grades 8-9-10.
Oklahoma Vocational Research Coordinating Unit, Stillwater.
Pub Date 70
Note—159p.
Available from—Curriculum and Instructional Materials Center, State Dept. for Vocational and Technical Education, 1515 W. 6th Ave., Stillwater, Oklahoma 74074 ($1.50)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Career Opportunities, *Career Planning, *Course Content, Course Objectives, Curriculum Development, Instructional Materials, Junior High Schools, Occupational Guidance, *Occupational Information, Resource Materials, Secondary Education, *Teaching Guides, *Vocational Education
Developed by counselors and teachers in a workshop setting, this teaching guide should be of value in planning and implementing a course in career exploration. Designed for use in grades 8, 9, and 10, the guide presents creative ideas for the following units: (1) Know Yourself, (2) World of Work, (3) Use of Occupational Information, and (4) Career Educational Planning. Each unit includes stated objectives, suggested activities, evaluation techniques, and sources of recommended instructional materials. Arranged in a four-column format, the guide also includes check lists, illustrations, sample forms, and a publisher index. (JS)

ED 049 499 CG 006 311
Kunze, Karl R.
Overview of Needs, Programs, and Implementations of Vocational Counseling and Guidance.
Pub Date 70
Note—13p.; Paper presented at the Regional Conference on Career Guidance, Counseling and Placement in Burbank, California, April 30-May 1, 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Counseling, Career Change, *Career Planning, Counseling, *Counseling Effectiveness, Counseling Goals, Counseling Services, Counselor Performance, Counselors, Job Placement, Occupational Guidance, Vocational Adjustment, *Vocational Counseling, *Vocational Development, Vocational Interests
The author begins by overviewing some recent criticisms of the vocational guidance field: (1) too little collaboration with industrial personnel; (2) an emphasis on processing masses of people rather than on the individual; and (3) the need for a systems approach to counseling. His impressions, from the vantage point of industry (i.e. the placement end of the vocational counseling sequence), suggest flaws in the educational-counseling system, resulting in inappropriate, inexperienced and unqualified job applicants. The differences between a counseling approach and the industrial personnel approach to job seekers/holders are enumerated. Trends and circumstances which may affect the infusion of counseling into industrial relations systems are discussed. The paper concludes with a consideration of "lifelong counseling" wherein adults would have vocational counseling throughout their work histories and even into retirement. (TL)

ED 050 266 VT 012 976
Bridging the Gap, An Independent Case Study.
American Telephone and Telegraph Co., New York, N.Y.; Institute for Educational Development, New York, N.Y.
Pub Date May 70
Note—67p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Dropout Prevention, *Employee Attitudes, Inservice Teacher Education, Instructional Trips, Noncollege Preparatory Students, *Occupational Guidance, School Industry Relationship, *Student Motivation, Teacher Workshops, *Work Attitudes
American Telephone and Telegraph instigated this program to help students discover how their schooling relates to assuming the responsibilities of citizenship, useful careers, earning power, and the possibilities of work that satisfies. The four interrelated objectives are to: (1) help students who are underachievers, (2) break down barriers and bridge the communications gap between students, counselors, teachers, businessmen, and public officials, (3) improve the educational process, and (4) arrange for the cooperation of many businesses and public organizations. Five programs are available to accomplish these objectives: (1) 4-week counselor-teacher summer workshops, (2) 1-day teacher workshops at local businesses, (3) six half-day workshops for students, (4) all-year-long company resource programs, and (5) evening parent workshops. Guidelines for implementation and suggestions for conducting workshops are provided. Materials used for establishing and evaluating workshops which have been conducted are included in the appendix. (RR)

ED 050 364 CG 006 364
Farlow, Barbara A.
An Equal Chance: Handbook for Counseling Indian Students.
Wisconsin State Univ., Stevens Point.
Pub Date 71
Note—52p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, *Counseling, Guidance Functions, *Minority Groups, *Occupational Guidance, Students, *Vocational Counseling
Identifiers—Wisconsin
This handbook provides educational, vocational and resource information to aid teachers, advisors, and counselors in guiding Indian students. Information presented includes the cultural dilemma, Wisconsin's Indians today, Wisconsin Indian tribes, counseling techniques, economic assistance, educational opportunities, state resources and books representing true Indian culture. Essentially, the handbook is a resource of contextual insight into the world of the Indian, in order that the counselor, teacher or advisor may be better equipped to understand the world of the Indian, his needs, and his perceptions of a white socioeconomic world. Only with this degree of understanding of the Indian can the counselor attempt to counsel the Indian justly and benefit both Indian and counseling interests. In effect, the handbook gives the view that the Indian is a member of our American culture and, simultaneously, a member of a unique, valued sub-culture. (Author/TA)

ED 053 311 VT 013 475
Todd, Ronald D. Todd, Karen Pritchett
A Prospectus for the Development of a Career-Development and Technology Program for Elementary School Children.
Case Western Reserve Univ., Cleveland, Ohio. Dept. of Education.
Pub Date 68
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Planning, Educational Games, *Elementary School Students, Instructional Materials, Learning Activities, Occupational Information, *Program Proposals, Resource Materials, Role Playing, Simulation, *Technology, *Vocational Education
Identifiers—Career Development, *Occupational Exploration
The Career Development and Technology Program will help elementary school children examine various occupations, the world of work, technology, and their own interest and abilities in relation to possible career directions. Specifically it will: (1) provide learning activities that engage the learner in experiences suited to his interests, (2) interrelate areas through jobs and activities that cross disciplines, (3) help pupils develop an understanding of self, technology, and the world of work, and (4) provide a foundation for later study of technology and continued career exploration. The materials will be packaged so that they can be used in spontaneous as well as planned activities. A Technology Resource Kit contains a variety of games, simulation and reading materials, role playing props, tools, and construction materials. It is anticipated that the student will develop in the following way: (1) The elementary child will look at the basic elements of "man and things," (2) The middle grades students will gain an understanding of self and the dimension of "products and services," and (3) The high school student will gain information necessary to develop a career plan. (Author/GEB)

ED 052 315 VT 012 254
Expanding Opportunities for Girls: Their Special Counseling Needs.
Women's Bureau (DOL), Washington, D.C.
Pub Date May 70
Note—4p.
Available from—Women's Bureau, Wage and Labor Standards Administration, U.S. Department of Labor, Washington, D.C. 20210 (no charge)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Planning, Educational Counseling, *Employment Opportunities, Equal Opportunities (Jobs), *Working Women
This brochure describes the changing social patterns which have resulted in increased female labor force participation. Educational counseling is necessary to develop a woman's talents for a rewarding career. (BH)

ED 052 365 08 VT 013 535
Dawson, C. G.
Exploration of the Occupational Guidance Role of the Public Secondary School Guidance Counselor.
North Carolina State Univ., Raleigh. Center for Occupational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No—Center R&D-10
Pub Date 69
Grant—OEG-2-7-070348-2698
Note—110p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Administrator Attitudes, Counselor Attitudes, *Counselor Role, Interaction, *Occupational Guidance, Questionnaires, *Role Perception, *Secondary School Counselors, Statistical Analysis, Surveys,

Teacher Attitudes, Vocational Education

The focus of this report is the role expectations of the guidance counselor position as held by selected faculty groups. The two major tasks are: (1) to ascertain the extent of group agreement on the occupational guidance role of secondary school counselors, and (2) to determine the relationships of selected variables to the degree of such agreement. Data were obtained from principals, counselors, general education teachers, and vocational education teachers from a random sample of all North Carolina high schools having a 12th grade, a vocational education position, and a guidance counselor. It was concluded that principals, counselors, and teachers have similar conceptions of the occupational guidance role of the counselors. There is some slight disagreement on some of the role expectations listed on the 60-item instrument used. Those variables related to this agreement or disagreement are the attitude of the counselor to occupational education, the type of counselor, and the frequency of interaction between counselors and general education teachers. (Author)

ED 052 377 VT 013 616

Introducing Children to the World of Work.

Oregon State Dept. of Education, Salem.

Note—20p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Annotated Bibliographies, Communications, Community Services, *Elementary Grades, Industry, *Occupational Guidance, Occupational Information, *Resource Materials, Transportation, *Vocational Education

Identifiers—*Career Education, World of Work

This annotated bibliography has been prepared for librarians, principals, teachers, and counselors interested in developing programs to assist elementary grade pupils to obtain knowledge concerning requirements and opportunities in the world of work. The list is comprised of nonfiction materials which, in part or in full, have pertinent information about specific or general careers. Listings are arranged according to the subject headings: (1) Community Government and Services, (2) Industry, (3) Transportation, (4) Communication, and (5) Federal Government and Services. All of the 101 entries are listed alphabetically under subheadings in each major heading. An alphabetical list of publishers with addresses is included for the convenience of those wishing to order titles listed. (GEB)

ED 052 492 24 CG 006 502

Rowe, Fred A.

Foundation for a Seventh Grade Guidance Unit: An Analysis of the Developmental Level of the Seventh Grade Student and Nationally Current Occupational Guidance Classes. Final Report.

Utah State Dept. of Public Instruction, Salt Lake City.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-3046

Pub Date May 70

Grant—OEG-4-7-063046-1612

Note—53p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Curriculum, Curriculum Design, Curriculum Development, Guidance Objectives, *Guidance Programs, *Junior High School Students, Literature Reviews, *Occupational Guidance, *Vocational Development

This is a review of the relevant literature and current practices in the field of occupational guidance. Because it was prepared in connection with the beginning of a seventh grade occupational guidance class in Utah, it deals, in the first part, with the vocational-maturational level of seventh graders. The second part summarizes contemporary efforts and practices throughout the nation for occupational guidance on this level. Several guidance approaches are considered, but the developmental approach utilized by the New England School Development Council is included in its entirety because of its comprehensiveness. The report concludes with: (1) a list of guidance objectives, (2) activities and projects geared toward meeting those objectives, (3) a short bibliography of relevant educational materials, and (4) brief comments about guidance program evaluation. (TL)

ED 052 487 24 CG 006 496

Aylmer, Robert C., Jr.

Mediating Student-Computer Interaction: Access Routines in an Interactive Guidance System. Information System for Vocational Decisions.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—PR-22

Bureau No—BR-6-1819

Pub Date Nov 69

Grant—OEG-1-6-061819-2240

Note—58p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Career Planning, *Computer Programs, Educational Technology, *Information Systems, *Man Machine Systems, *Occupational Guidance, *Programing Languages, Vocational Counseling, Vocational Development

The career decision making paradigm underlying the Information System for Vocational Development (ISVD) is briefly stated; it reflects the fact that a person has different information needs associated with different life stages, and with decision making stages within any given life stage. The greater portion of the report deals with the attempts, in Phase I and Phase II of the ISVD project, to make an interactive system which reflects this paradigm. Multiple avenues of access to the four major data files already developed are explained and sample interactions presented. Access routines, or scripts, are defined as programmed structures for interaction between an inquirer (user of the system) and the data files. (TL)

ED 053 301 VT 013 269

Crum, Dwight R. And Others

Vocational Education for the 1970's; Conference Discussion Paper.

Office of Education (DHEW), Washington, D.C. Division of Vocational and Technical Education.

Pub Date Mar 71

Note—13p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adult Education, *Career Planning, *Discussion Groups, *Educational Change, *Educational Innovation, Educational Objectives, Elementary Schools, Employment Qualifications, Guidance Objectives, Secondary Schools, *Vocational Education

Identifiers—*Career Education

Vocational education in this decade must be conceptualized as life-long career development for every person who can profit from such a program. A framework for a career education system must be provided that will introduce the world of careers, provide exploration, guidance, counseling, provide specific skills, provide pre-technical and more technical education, and upgrade and retrain throughout adulthood. Objectives of vocational career development and the goals of vocational education are identified. Upon these, proposed elements of a career education model are stated. Some of these components are: (1) Career education will replace general education, (2) Priority will be given to special target groups, (3) Career education will begin in the elementary grades and continue through life, (4) Job placement and followup will be a continuous school function, and (5) Effective and continuous evaluation is required. To effect this system, the present vocational education delivery system must be modified. (GEB)

ED 053 313 VT 013 559

Hoeltzel, Kenneth E. And Others

Papers Presented at the Workshop on the Development of Guidelines for Planning Career Development Programs K-12 in Ohio.

Spons Agency—Ohio State Dept. of Education, Columbus.

Pub Date Jun 71

Note—100p.; Workshop held in Columbus, Ohio (June 3-8, 1971)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Education, *Career Planning, Educational Programs, Elementary Schools, Guidelines, *Occupational Guidance, Program Planning, Secondary Schools, Speeches, *Vocational Education, Workshops

Identifiers—Occupational Exploration, World of Work

The purpose of this workshop, held June 8, 1971, was to develop guidelines for planning career development programs for Grades K-12. Seven persons from various universities throughout the United States presented papers. The presenters, their positions, and their topics were: (1) Kenneth E. Hoeltzel, Assistant Professor of Education at State University of New York, "Change and Introduction of Career Development Innovations in the School," (2) Kenneth B. Hoyt, Professor of Education at the University of Maryland, "The World of Work: A Component in Career Development Programs," (3) Lorraine S. Hansen of the University of Minnesota, "Identifying, Organizing, and Using Resources in a Career Development Program," (4) George E. Leonard, Project Director at Wayne State University, "Career Guidance for Inner-City Youth in Action: The Developmental Career Guidance Project," (5) Harry N. Drier, Guidance Consultant for Wisconsin Public Schools, Implementing Career Development Programs in Senior High Schools," (6) Juliet V. Miller, University of Michigan, "Career Guidance Methods," and (7) Robert L. Darcy, Colorado State University, "Introduction to the Economics Component." (BH)

ED 054 458 CG 006 541

Tiedeman, David V.

Can a Machine Develop a Career? A Statement about the Processes of Exploration and Commitment in Career Development. Information System for Vocational Decisions. Project Report 16a.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 68

Grant—OEG-1-6-061819-2240

Note—34p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Career Choice, *Career Planning, Computers, *Decision Making, Information Networks, *Information Systems, *Man Machine Systems, Occupational Choice, Occupations, Vocational Counseling, *Vocational Development

Identifiers—Information System for Vocational Decisions

Through a description of an imitation career, the author introduces the complexities involved in programming a man-machine system which facilitates individualized career development. The interaction of man and machine is programmed, in the imitation career, because the individual descriptions of events in career chronologies, vitae and organizations are programmed for comparison with the computer's public descriptions of them. The imitation career is specified as an instrumentality in career development into which the author has integrated most of the important work on vocational development. The author indicates that more research will provide machines which: (1) can develop careers for individuals in the simulation sense of "imitation;" (2) will develop careers with individuals in the instrumentality sense of "imitation;" and (3) develop careers for themselves in the artificial intelligence sense of "imitation." He concludes, however, that in actuality machines don't develop an individual's career, but only help individuals understand their career development. (TL)

ED 054 485 CG 006 616

Rehberg, Richard A. Hotchkiss, Lawrence

Educational Decision Maker: Antecedents and Consequences of Career Advice from the Guidance Counselor in the Process of Social Mobility.

State Univ. of New York, Binghamton.

Spons Agency—National Science Foundation, Washington, D.C.; State Univ. of New York Research Foundation, Fredonia.

Pub Date 71

Note—49p.; Paper presented at American Sociological Association convention, Denver, Colo., August 30 - September 2, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Career Choice, *Career Planning, Counseling, *Counseling Effectiveness, *Counselor Attitudes, Counselor Performance, *Decision Making, Guidance Personnel, Noncollege Preparatory Students, Pupil Personnel Services, *Secondary School Counselors, *Secondary School Students

Three questions regarding the secondary school guidance counselor are addressed: (1) do counselors devote more time to students predisposed toward higher education, (2) to what extent is the counselor's advice dependent on such predisposing variables as status, intelligence, parental encouragement, etc., and (3) does the counselor have an incremental effect on students' educational expectations independent of these predisposing variables. Correlational and path analyses with longitudinal data from 1171 males and 1105 females surveyed at the end of their freshman and sophomore years reveal that (1) if anything, counselors have more contact with students less disposed to higher education, (2) the student's educational goals and intelligence exert a direct effect on counselor advice, but students status exerts only indirect effects; and (3) the counselor does have an incremental effect on students' educational expectations independent of the influences of the predisposing variables included in the analysis. The critical role of "early" educational expectations on subsequent expectations is discussed in the text. (Author/TL)

ED 054 498 CG 006 633

Malik, Har G. S.

Personality and Career Decision Making.

Pub Date [70]

Note—9p.

Available from—Harry S. Malik, Vocational Psychologist, Saskatchewan Training School, Moose Jaw, Saskatchewan, Canada

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Anxiety, *Career Planning, Decision Making Skills, Game Theory, High School Students, *Occupational Choice, *Personality, Personality Tests, *Problem Solving, Simulation, Vocational Development

The hypotheses tested that (1) anxiety and (2) extraversion (exvia) would be negatively related to career making ability. Variables defined as contributing to anxiety included ego weakness, excitability, low superego strength, threat sensitivity and high ergic tension. Extraversion was considered the "general tendency to social interaction" with people. Career decision making ability was considered directly proportional to the quality of strategy used by the individual while planning the future activities of a ficticious person in the fields of education, job, family, life and leisure. The Junior-Senior High School Personality Questionnaire and the Life Career Game (Boocock, 1968) were used to obtain measures of anxiety and exvia, and career decision making ability respectively. Except for one female subgroup, the hypothesis of negative relationship between anxiety and career decision making ability was not supported; in fact for 3 male subgroups, a significant positive relationship was found. The exvia scores and career decision making ability were not related for any of the subgroups. Possible reasons for non-support of the hypotheses are discussed. (KS)

ED 055 222 VT 013 968

Tatum, Julian P., Jr.

Variables Related to the Educational-Vocational Decision-Making of High School Seniors.

Pub Date 67

Note—247p.; Ed.D. Dissertation, Colorado State College

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 68-463, MF $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Career Choice, College Bound Students, *Decision Making, Doctoral Theses, *Dropouts, Entry Workers, Family Background, High School Students, Interviews, Occupational Guidance, Predictor Variables, Questionnaires, *Seniors, Social Background, Vocational Counseling

Identifiers—Colorado

The purposes of this study were threefold: (1) to discover what educational and vocational decisions selected seniors and senior dropouts had made, (2) to investigate some selected variables important to the decisions of the students, and (3) to discover some important implications from this research to assist counselors, teachers, curriculum specialists, and administrators in their efforts to help students. Major findings and implications were based upon data collected by a general questionnaire survey, counselors' interviews of the students, review of the Dropout Data form, and an instrument on how seniors and senior dropouts make decisions. Among these findings were: (1) Approximately 69 percent of the seniors planned to continue their education, while 70 percent of the dropouts had plans for jobs, marriage, and entering military service, 2) Seniors' top ranking reasons for the selection of high school curriculums were interest, college requirements, educational plans, and ability, and (3) Sex, health, finances, father's education, and student's ability had some effect on seniors and seniors' dropout decisions. (Author/JS)

ED 055 310 24 CG 006 715

Jones, G. Brian And Others

Development and Evaluation of a Comprehensive Career Guidance System. Final Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—AIR-758-6-71-FR

Bureau No—BR-7-0109

Pub Date Jan 71

Grant—OEG-0-8-07109-3530(085)

Note—268p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Career Planning, *Computer Oriented Programs, *Developmental Guidance, Goal Orientation, *Guidance Programs, Occupational Choice, *Systems Approach, Vocational Development

A Comprehensive Career Guidance System (CCGS) for programs of individualized education where computer support facilities are available is described. The CCGS program employs a systematic approach to develop and evaluate guidance-oriented objectives and related instructional and counseling experiences for youth. This systematic approach involves 5 types of activities: (1) identification of youth development needs; (2) classification of objectives by commonalities and priorities; (3) specification and selection of all possible alternative strategies for individualized programs; (4) design, scheduling, and implementation of selected strategies; and (5) evaluation and feedback of the efficiency and effectiveness of designed programs. The authors suggest that the ultimate aim of this program is to provide a comprehensive data bank of behavioral objectives, each keyed to a variety of appropriate instructional, counseling, and evaluational materials and procedures available for student, parent, counselor, and teacher use. (Author/RK)

ED 056 933 SO 001 973

Borman, Christopher A., Ed. *Reilley, Robert R., Ed.*

Vocational Guidance in the 70's. Proceedings of the Texas A & M University Vocational Guidance Conferences.

Texas A and M Univ., College Station. Coll. of Education.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational and Technical Education.

Pub Date 71

Note—184p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Career Education, Conference Reports, *Counseling Programs, Counselor Acceptance, Counselor Functions, Guidance, *Guidance Counseling, Guidance Services, Job Placement, Job Satisfaction, *Occupational

Guidance, Vocational Adjustment, *Vocational Education, Vocational Interests, Vocational Training Centers
Identifiers—Texas
This conference report on vocational guidance mainly deals with the proper relationship of the vocational counselor and the traditional counseling program in the school. The strategy developed by the conference planners centered upon the involvement of teams of vocational counselors in discussions, panels, and presentation by educated men in the field. Four major sets of papers were presented at the conference and are contained in the handbook, followed by a transcript of the panel discussions held by the groups of vocational counselors. The major papers are divided into two similar parts: 1) Realities of Vocational Guidance, and 2) Projections for Vocational Guidance in the '70's. (Author/AWW)

ED 057 183 VT 013 479
Campbell, Robert E. Vetter, Louise
Career Guidance: An Overview of Alternative Approaches.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—Inf-Ser-45
Pub Date Aug 71
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Career Education, *Career Planning, Computer Oriented Programs, Elementary Grades, Fundamental Concepts, *Occupational Guidance, Post High School Guidance, Program Development, *Program Planning, Secondary Grades, Systems Approach, *Vocational Education
Identifiers—*Career Development, Occupational Exploration
By presenting a brief overview of alternative approaches to career guidance programs, this publication was designed to serve state-level planners interested in reviewing the key concepts relative to career development and planning. The compact nature of the review should provide a ready reference for practitioners seeking alternative delivery systems for accomplishing career development. Alternative approaches which received speical attention are: (1) occupational exploration, (2) the developmental (K-14) approach, (3) systems approaches, and (4) computer-assisted approaches. Also included is a discussion of considerations and recommendations based on extrapolations of current and future options. (JS)

ED 059 461 AC 012 333
Career Counseling and Follow-up Study, Spring 1971.
Pacific Heights Adult School, San Francisco, Calif.
Pub Date 71
Note—43p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Counseling, Age Differences, *Career Planning, Community Colleges, *Counseling Programs, Followup Studies, *Occupational Guidance, Older Adults, Questionnaires, Sex Differences, Tables (Data), *Vocational Counseling, Young Adults
This follow-up study of participants in the Career Workshop of the Pacific Heights Adult School is based on 117 responses to 453 questionnaires mailed in the Spring of 1971. Responses were analyzed by categories and numerical responses to the questions asked. The categories were: age, education, employment, occupations, occupations and education, years on job, different jobs, student use of other services, and positive and negative statemets. Results of the study show: (1) more women than men seek counseling; (2) the Career Workshop is the only counseling available to many adults; (3) there is a movement free job to job by those of high school and college experience, with both seemingly working in the same occupations; (4) the Career Workshop is of great value to adults of all educational levels. Three appendixes contain: A. Statement of the Problem; Questionnaire Schedule; B. Tables of participants' responses; C. Evaluation—Career Workshop 1971. The schedule for the eight meetings of the workshop concludes the report. (DB)

ED 060 180 VT 014 431
Tuckman, Bruce W.
An Age-Graded Model for Career Development Education.
New Jersey State Dept. of Education, Trenton. Occupational Research and Development Branch.
Report No—Monog-11
Note—43p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Choice, *Career Education, *Child Development, *Curriculum Development, Decision Making, Material Development, *Models, Occupational Information
Identifiers—Career Awareness, Career Decision Making, Self Awareness
This paper presents a career developmental model covering the ages of 5 to 18. Career development education includes experiences which facilitate self-awareness, career-awareness and career decision-making. Before choosing a model for career development, it is necessary to decide on a model for child development. The model developed here borrows heavily from the work of Harvey, Hunt, and Schroder for four basic stages, and proposes four other stages in terms which form the basis for subsequent extension. The career development experiences were combined with the eight stages of child development to form a matrix of 24 cells. Processes and media appropriate to each cell were derived, thus providing a matrix which serves as a base from which activities can be generated. (GEB)

ED 061 561 CG 007 169
Tiedeman, David V.
The Role of Decision-Making in Information Generation, as Emerging New Potential for Guidance. Information System for Vocational Decisions. Project Report No. 12.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-6-1819
Pub Date Feb 68
Grant—OEG-1-6-061819-2240
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Choice, Computers, Decision Making, Guidance, Guidance Programs, *Information Systems, *Man Machine Systems, *Occupational Guidance, *Occupational Information, Secondary School Counselors, Vocational Development, Vocational Interests
Identifiers—Information System for Vocational Decisions, ISVD
The information system of the Educational Resource Information Center (ERIC) program and that of information System for Vocational Decisions (ISVD) are compared. The ERIC system, with its focus on data reduction and interactive retrieval, is seen as lacking certain crucial components which would make of it an information generating system, one which because of its design will involve users in a personal decision-making/change process. Elements being deliberately built into the ISVD system include: (1) data reduction by the inquirer himself and his subsequent retrieval of this data; and (2) explicit attention to personal decision making during both of these stages. The total system is intended to turn facts/data about educational, military and vocational opportunities into the information of a personally determined career. The system's datafiles are described, as is the author's conception of how the system and its users interactions will utilized them toward the goal of the users' purposefully and personally choosing their own careers. (TL)

ED 062 655 CG 007 178
Tiedeman, David V.
An Information System for Vocational Decisions (ISVD): Cultivating the Possibility for Career Through Operations.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—Proj-R-2
Bureau No—BR-6-1819
Pub Date Dec 66
Grant—OEG-1-6-061819-2240
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Career Choice, *Career Planning, *Computers, Educational Innovation, Educational Technology, Guidance Counseling, *Guidance Programs, Information Systems, *Man Machine Systems, Occupational Choice, Vocational Counseling, *Vocational Development
Identifiers—Information System for Vocational Decisions, ISVD
A major thesis is propounded: The acquisition of the vocational role in life can be considerably improved by further incorporating vocational education and development into liberal education. The work of Ashcraft on career development and curriculum and that of Crites on vocational maturation are cited and provide the backdrop against which the author lays out the Information System for Vocational Decisions (ISVD). This prototypic, computer-based system represents a deliberate effort to cultivate vocational maturation, i.e., to make it occur. ISVD is discussed in the following aspects: (1) its general framework; (2) its data bases; (3) its decision-making paradigm; (4) its computer routines; and (5) materials. The status and prospects of the system as of December, 1966 are elaborated. (TL)

ED 063 855 HE 003 076
Appel, Victor H. Witzke, Donald B.
Goal-Orientation VS. Self-Orientation: Two Perspectives Affecting Indecision About Collegiate Major and Career Choice.
Texas Univ., Austin.
Pub Date Apr 72
Note—13p.; Paper presented at the 1972 American Educational Research Association Annual Meeting, Chicago, April, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Choice, Career Planning, *College Freshmen, *College Majors, College Students, *Decision Making, *Higher Education, Student Characteristics
College freshmen enter higher education at varying degrees of maturity and some are, therefore, more certain of their future career plans than are others. In the present study the investigators sought to determine the factors associated with decision and indecision regarding collegiate major and career choice. Thus, the authors developed the Career Decision Readiness Inventory (CDRI), a 36-item questionnaire intended to sample factors previously identified as relevant to decisionmaking behavior. The factors include: need for information, risk-taking propensity, self-confidence, ego involvement with choice, manifest anxiety, independence-dependence, subjective uncertainty, and fear of failure. The CDRI was administered during the summer of 1970 to 1,137 incoming freshmen at the University of Texas at Austin. The survey revealed that 3 source factors are determinants of student decisionmaking: (1) goal-orientation, or a propensity toward direct concern with the attainment of a career objective; (2) self-orientation, or a propensity to give primacy to attaining increased self-awareness and personal growth; and (3) indecisiveness-orientation, or a propensity to find all types of important decisions difficult to make. (HS)

ED 064 482 VT 015 605
Counseling and Guidance: A Call for Change.
National Advisory Council on Vocational Education, Washington, D.C.

Report No—Rep-6
Pub Date 1 Jun 72
Note—13p.
Available from—National Advisory Council on Vocational Education, 425 13th Street, NW, Suite 852, Washington, D.C. 20004
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annual Reports, Career Education, Curriculum Development, *Educational Needs, Guidance Services, *Occupational Guidance, Program Development, *Program Improvement, *Vocational Counseling, Work Experience

Responding to the need for improved vocational counseling services, the National Advisory Council has made specific recommendations to the Secretary of Health, Education, and Welfare. Recommendations include: (1) work experience for vocational counselors, (2) the infusion of individuals with rich backgrounds in business, industry, and labor into the counseling system, and (3) the requirement of an introductory course in career education for prospective counselors. (JS)

ED 064 663 24 CG 007 512
Jones, G. Brian And Others
Planning, Developing, and Field Testing Career Guidance Programs: A Manual and Report. Final Report.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-0-0058
Pub Date Jun 72
Contract—OEC-0-70-4929(508)
Note—113p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Career Planning, Guidance Programs, Individualized Programs, Manuals, *Occupational Guidance, *Program Development, Program Evaluation, *Student Needs, *Systems Approach

Many programs designed to improve youth career planning and development processes face several limitations. To improve such methods such rationale are necessary: (1) make explicit the assumptions underlying these programs; (2) describe the planning methods and criteria for deriving youth goals and performances objectives; (3) specify desired youth outcomes in terms of measureable criterion behaviors related to assessed needs; (4) make sure instructional and counseling procedures are feasible; (5) demand that the youth activities involved in the selected procedures are scheduled, and the staff services and material resources required to conduct these activities be collected and implemented; (6) employ summative and formative evaluation designs to study both the expected and unexpected outcomes of these programs; and (7) require continuous revision of program activities, based on evaluation feedback, until such programs were fully effective for their intended audiences. (Author)

ED 065 644 UD 012 819
Breton, Raymond And Others
Social and Academic Factors in the Career Decisions of Canadian Youth: A Study of Secondary School Students.
Department of Manpower and Immigration, Ottawa (Ontario).
Pub Date 72
Note—626p.
Available from—Information Canada, 171 Slater St., Ottawa, Ont. ($4.50)
Document Not Available from EDRS.
Descriptors—*Academic Achievement, Adolescents, *Career Choice, Career Planning, Community Characteristics, Data Analysis, *Decision Making, Educational Experience, Family Background, Goal Orientation, Objectives, Occupational Aspiration, Occupational Choice, Public Schools, Secondary School Students, *Social Factors, Student Attitudes, Student School Relationship, Youth
Identifiers—*Canada

The conceptual framework underlying the study reported in this book is based on the premise that an adolescent's career development and intentions and decisions with respect to future career depend on three interrelated factors: social origin, present experience, and attitudes and preparedness for the future. Traditional patterns are followed in the examination of these factors for their impact on vocational indecision, educational intentions, and level of occupational preferences. In view of the observation from the data gathered that about one-third of the respondents were without a career goal, the authors have examined the factors behind this indecision in greater detail than in traditional studies. Data for the study were drawn from 373 public secondary schools in each of the ten provinces in Canada, involving academic, technical, vocational, commercial, and "composite" schools; about 150,000 secondary school students from all grade levels were involved in the study. Findings encompass the student's relationship to the future, community characteristics, social and family situation, role of significant others, school context and experience, and interaction between individual characteristics and social structure. Appended are data tables, student questionnaire samples, and a select bibliography of reference sources. (RJ)

ED 066 587 VT 016 455
Career Choice and Career Preparation.
Washington State Coordinating Council for Occupational Education, Olympia.
Pub Date 72
Note—334p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Autoinstructional Aids, *Career Choice, Career Opportunities, *Educational Opportunities, *Individualized Instruction, Occupational Guidance, Occupational Information, Resource Materials, Secondary Grades, *Study Guides, Visual Aids, Vocational Development, Vocational Education
Identifiers—Career Awareness, Economic Awareness

This innovative study guide provides individualized occupational guidance for students in the secondary grades by means of autoinstructional reading materials covering career choice and career preparation. The student is asked to answer certain questions which narrow down his interests and qualifications, and on the basis of the answers he is instructed to turn to specific pages in the document. Jobs available to the high school graduate and dropout are described, including salaries, employment requirements, job locations, employment outlook, and sources of further information. Photographs illustrate the text, developed by a university educator and a training commander in the Air Force. Apprenticeship programs and federal employment programs are briefly discussed. Descriptions of community colleges and post-secondary vocational schools in Washington State include a chart alphabetically keying the institutes to specific vocational preparation programs which are offered. A map of school locations in Washington State is included. (AG)

ED 066 671 CG 007 303
Young, John E.
Career Guidance Training.
Pasadena City Coll., Calif.
Report No—P-19-64659-EF037-72
Pub Date 71
Note—126p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Career Education, *Career Planning, Careers, *Counselor Training, *Occupational Guidance, *Vocational Development, Vocational Education, *Work Experience

The 1972 Jet Propulsion Laboratory (JPL) Career Training Program was aimed at placing counselors in actual work situations (as new employees) to enable them to experience that which they must describe to students if they are to do an effective job in career counseling. The overall purpose was to give counselors or teachers and administrators an opportunity to learn about, participate in, and analyze a broad range of professional, technical, skilled, and semiskilled occupations. This program will serve as a model by providing a documented experience to aid schools, business, industry, and professional organizations throughout the country in setting up similar career guidance training programs. The participants worked for six weeks side by side with JPL employees, moving from one work station to another. The participants, working in groups, produced documents summarizing their studies suitable for use in counseling students. The counselors who participated in the program left the lab much more knowledgeable concerning actual job duties and responsibilities, and with a better understanding of entry level skills, job descriptions, and the need for the educator to help create an efficient work force. (WS)

ED 068 668 VT 017 095
Vocational Guidance and Career Education Programs: Report of 1969/71.
New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date 71
Note—91p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Education, Job Placement, Multimedia Instruction, *Occupational Guidance, *Pilot Projects, *Program Coordination, *Program Descriptions, School Community Programs
Identifiers—*New Jersey

Program activities inherent in and important to career education include such elements as school-industry cooperation, job placement, school-community coordination, and innovative instructional methods. This report contains abstracted descriptions of vocational guidance and career education programs in New Jersey. Presented first are brief summaries of the Hackensack Project, a preschool through adult career education model program, and of Governor Cahill's Career Development Pilot Project for the establishment of career education programs extending from the elementary grades through high school. The bulk of the report consists of descriptions of vocational guidance and job placement services in high schools, school-community coordination programs, multimedia techniques for career guidance, job placement and counseling training sessions at two state colleges, and special vocational guidance and counseling programs for disadvantaged students and school dropouts. All of the described programs may be used through planned expansion to build a fully articulated career education project in New Jersey. (MF)

ED 068 869 CG 007 577
Fulton, Barbara J.
Counselor Impact on Career Education in the Elementary School.
Pub Date 72
Note—19p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Career Education, *Career Opportunities, *Career Planning, Counseling Programs, Elementary School Counseling, Elementary School Counselors, Elementary School Guidance, *Elementary Schools, *Guidance Programs, Occupational Guidance, Vocational Development

This paper is concerned with the counselor's impact on career education in the elementary school. It stresses the importance of career education in contemporary society. Career development is enhanced by career education, which in this paper means organizing the basic subjects, K-12, around the theme of career opportunities and requirements in the world of work. Some goals of career education include: (1) making education relevant to the individual; (2) assuring the opportunity for the individual to gain marketable skills; (3) increasing options upon departure from public education, and (4) utilizing community resources. Elementary school counselors must involve themselves in career education through career awareness, including a knowledge of the self and of the work world. Elementary children are in the process of defining and formulating vocational values and choices. Career education and guidance is necessary to aid them in skills, interests, and attitudes. (Author/WS)

ED 070 011 CG 007 640

Willingham, Warren W. And Others

Career Guidance in Secondary Education.

College Entrance Examination Board, New York, N.Y.

Pub Date 72

Note—71p.

Available from—Publications Order Office, College Entrance Examination Board, Box 592, Princeton, New Jersey 08540 ($2.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Career Education, *Career Planning, *Guidance Programs, Guidance Services, *Occupational Choice, *Occupational Guidance, Secondary Education, Vocational Counseling, Vocational Development

A report was written to provide a systematic review of recent developments in secondary school guidance. This review involves: (1) describing trends in how the field is conceived--the dominant ideas, criticisms, and prescriptions for good guidance practice; and (2) describing exemplary guidance materials, projects, and programs now in use or under development--the intellectual tools of the profession and how they are being used in the schools. The report comes in three parts: (1) a narrative summary, (2) a series of charts, and (3) an annotated bibliography. The initial narrative summarizes some of the most important aspects of the charts and some general implications. The charts contain a substantial amount of information compressed into limited space, organized for quick retrieval, and referenced for further inquiry. The authors of this report have restricted their attention to secondary school guidance. It is emphasized that "career guidance" is rapidly becoming the accepted sobriquet for a variety of connected activities. (Author/BW)

ED 070 865 VT 018 396

Vocational Needs Assessment. Final Report.

Educational Research Associates, New Haven, Conn.; Windsor High School, Conn.

Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.

Pub Date Jun 72

Note—94p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Planning, Coordinators, Curriculum Development, Grade 10, Parent School Relationship, Questionnaires, *Student Attitudes, Surveys, *Teacher Attitudes, Vocational Counseling, *Vocational Education, *Vocational Interests

In order to design appropriate vocational education programs, a survey of vocational interests and attitudes of the students in Grade 10, with a random sampling of teachers and of Grade 12 students, was conducted by Educational Research Associates for Windsor (Connecticut) High School. It was found that the students generally lacked vocational information and were not certain about college or career plans. Although a large majority of the students indicated a need for help in career planning, little support was given to any of the vocational services proposed. Vocational education teachers indicated very positive support of vocational curriculum, while non-vocational teachers were less unanimous. Both teachers and students felt that parents should be better informed about the values of vocational education. As a result of the survey, it was recommended that a coordinator position be established to initiate and implement vocational education services, that the curriculum be modified as necessary for those students not planning to go to college, and that planning for career awareness and vocational education services involves both teachers and students, with improved communication between parents and school. Appendixes contain the questionnaires used and tabulated responses. (MF)

ED 071 613 CG 400 070

Walz, Garry, Ed. And Others

IMPACT: The Magazine for Innovation and Change in the Helping Professions. Volume 2, Number 2.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Michigan Univ., Ann Arbor., Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2487

Pub Date [72]

Contract—OEC-3-6-002487015790(010)

Note—60p.

Available from—ERIC/CAPS, School of Education, Room 2108, School of Education, Ann Arbor, Michigan 48107 ($1.75 per copy and $6.00 for 6 issues)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Choice, Career Education, Career Planning, *Literature Reviews, *Occupational Guidance, *Periodicals, Vocational Counseling

The primary emphasis of this issue of "Impact" is on career guidance. Articles contain facts as well as comments and implications regarding this topic. A feature of interest is a modified version of the 18th century "Game of Life." Another feature in this issue is a report on the counselor survey "Counselors View Goals, the Future, and Themselves." Departments contain a review of Carl Roger's "Becoming Partners: Marriage and Its Alternatives", an exemplary program on aggression for junior high students; and other articles of interest. (WS)

ED 073 318 VT 019 279

Hooks, Vandalyn L.

Guidelines for an Orientation and Exploration Career Education Program in Middle School/Junior High.

Pub Date Aug 72

Note—90p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Bibliographies, *Career Education, *Guidelines, *Junior High Schools, Learning Activities, *Middle Schools, Occupational Information, *Program Development, Student Needs

Identifiers—*Career Exploration, Career Orientation

This publication has been compiled to provide educators with information, ideas, examples, and guidelines for establishing or implementing an orientation and exploratory career education program at the middle or junior high school level. Sections of the manual include: (1) a definition of career education and its role, (2) a discussion of the rationale for an orientation and exploratory program and listing of students' needs which should be met by such a program, (3) identification of the essential elements of a career education program and suggestions for implementing a program, (4) a discussion of the importance of behavioral objectives and how to write them, (5) use of community resources, (6) suggested curriculum for learning activities for a career education program, and (7) a bibliography of publications, programs, and materials concerning career education. (SB)

ED 073 400 CG 007 841

MacKenzie, John C. Manuel, Phil A.

Career Development and Planning.

Pub Date Nov 71

Note—57p.; Paper presented at the OSCA conference (Sudbury, Ontario, Canada, November, 1971)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Planning, Curriculum Guides, Decision Making, *Guidance Programs, Guidance Services, High School Curriculum, Individual Development, *Occupational Guidance, *Program Descriptions, Secondary School Students, Self Actualization, *Vocational Development

This developmental course in career planning is conceived as a voluntary class open to secondary school students who feel that they are ready to benefit from it. Its function, rather than serving the manpower needs of business and industry, is to assist students to become more aware of themselves as contributing individuals and of the many ways in which they can use their talents productively. Decision-making skills form an integral part of the course so that individuals can utilize the skills beyond the immediate task of career decision-making. The complex issue of work itself is also discussed; the three-and four-day week, high unemployment, and the welfare question are woven into the relevant course content. Nine topics are suggested for inclusion in this course to be offered by the Guidance Department; outlines, resources, and activities are available for most of them. Books, films, games, and kits are also included for the entire course. (SES)

ED 074 218 VT 019 360

Ryan, Charles W.

Career Development Guide for the Elementary School. A Guidebook for Teachers and Guidance Counselors.

Maine State Dept. of Education, Augusta. Bureau of Vocational Education.

Pub Date [72]

Note—134p.; Second Revised Edition

EDRS Price MF-$0.65 HC-$6.57

Descriptors—Behavioral Objectives, Bibliographies, *Career Education, Elementary Grades, Evaluation Techniques, Goal Orientation, Humanities, *Integrated Activities, *Language Arts, Lesson Plans, Models, *Occupational Guidance, Resource Materials, *Vocational Development

Identifiers—Career Awareness, Maine

This instructional guide for integrated career education activities at the elementary level includes a rationale for career development, various models for career development, sample lesson plans, information on leisure activities as related to career development, and a summary of teaching suggestions for career education programs. This document was developed at a teacher workshop by its supervisor, an associate professor of education. Intended for guidelines for teachers and guidance counselors, these instructional outlines will also prove useful for local education agencies and teacher training institutions. These federally funded materials, focusing on language arts communication skills, present extensive sample lesson plans, each with general and specific behavioral objectives, learning activities, and evaluation procedures. Included are extensive appended resource ideas and materials and a bibliography. (AG)

ED 074 239 VT 019 505

Guidelines for the Establishment of Career Information Centers.

Alameda County School Dept., Hayward, Calif.

Pub Date 72

Note—62p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Advisory Committees, Budgeting, *Career Education, Educational Facilities, *Educational Planning, Evaluation Techniques, *Guidelines, *Information Centers, *Occupational Guidance, Personnel Needs, Photographs, Resource Materials, Vocational Development

Identifiers—*Career Awareness

These guidelines contain suggestions for the planning and development of a career information center, specifically relating to staffing, budgeting, resource utilization, ordering supplies and equipment, and evaluation procedures. Several photographs illustrate the text, which was developed by a task force of vocational counselors and coordinators at the high school level. Extensive resource materials, focusing on career education and manpower development, are appended. This document is 3-hole punched for easy insertion or removal of pages. (AG)

ED 074 400 CG 007 879

Karman, Felice J.

Women: Personal and Environmental Factors in Career Choice.

Pub Date Feb 73

Note—20p.; Paper presented at the Annual Meeting American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Choice, Career Opportunities, Career Planning, College Students, Cultural Images, Doctoral Theses, Educational Responsibility, *Females, Feminism, Higher Education, *Occupational Aspiration, Occupational Guidance, Stereotypes, *Vocational

Counseling, Vocational Interests, *Work Attitudes, Working Women

The study explores the psychological and sociological characteristics of two groups of women: those who choose careers in stereotypic masculine occupations versus those who elect careers in stereotypic feminine fields such as teaching, nursing, social work, counseling, homemaking, library, and secretarial work. The sample consisted of 1646 upperclass college women who had the time and opportunity to develop reasonably firm career goals but had not undergone many goal modifications due to various external circumstances, e.g. marriage or children. Of the total sample, just 109 expressed career aspirations in nontraditional fields. Results suggest that women perceive a narrow range of career possibilities because they are fearful of venturing into a man's world. In addition, higher education has done little to expand women's awareness or interests beyond the sex stereotyped career roles. The author references other studies which indicate that counselors in higher education are ineffective in dealing with women students who are considering male-dominated careers. References are included. (Author/SES)

ED 078 180 VT 020 350

Rustau, Robert A.

Career Education at the Junior High Educational Level--A Time for Career Exploration Plus.

Pub Date 21 Feb 73

Note--20p.; Paper presented to the Annual Research Conference of the National Association of Business Teacher Educators (5th, Chicago, Ill., February 21, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors--*Career Education, *Career Planning, Educational Objectives, *Junior High School Students, Models, Occupational Clusters, *Self Concept, *Vocational Development

Identifiers--*Comprehensive Career Education Model, Wisconsin Model

The paper discusses the need for career development programs for junior high school students and looks at career education modeling. There appears to be some consensus that the self-concept theory should give direction to career education planning. An interesting characteristic of the career education movement is the multiplicity of models which have been developed. Two models are specifically examined: (1) the national school-based Comprehensive Career Education Model, which provides a matrix linking 8 themes and 13 grades, and (2) the Wisconsin Model, which provides a scope-and-sequence chart for 16 basic concepts. The transitional years of the junior high educational level provide some unique opportunities to relate to the career development of youth. With a focus on the student as an individual and based on sound career development theory, programs of career exploration can meet a significant need. Career awareness and exploration are closely intertwined and continue throughout life. Occupational clusters and career objectives developed in both models are further discussed. The paper concludes that although career exploration may appropriately be emphasized as a program activity for junior high students, other aspects of career education must also be treated. (Author/MF)

ED 079 662 CG 008 223

Birk, Janice M. Tanney, Mary Faith

Career Exploration for High School Women: A Model.

Pub Date May 73

Note--27p.; Paper presented at the American Personnel and Guidance Association, (Atlanta, Georgia, May 23-27, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors--*Career Choice, Career Planning, Feedback, *Females, High School Students, *Models, *Occupational Aspiration, *Role Perception, Role Playing, Secondary School Counselors, Stereotypes

Designed for high school women at the sophomore level, this program is intended to act as a catalyst for exploration of career goals with a heightened awareness of the influence of sexism and stereotypic attitudes regarding women's roles. Together with three special activity periods, there is continued assistance by the high school counselor in the exploration of careers, but in a less formalized or structured manner (e.g., directing toward sources of information, suggesting parental conferences, etc.). The activities utilized for this program consist of various role playing situations, group fantasies, small group feedback opportunities, a "careergram" measuring participants' consideration of unconventional (for females) occupations, and a discussion of the pervasive myths regarding women's work habits. The formal and informal assessments of this program and concrete suggestions for implemeting career counseling programs for high school women will be presented. (Author/LAA)

ED 080 890 CE 000 108

Nejedlo, Robert J., Ed.

A Guide to Career Guidance.

Spons Agency--Illinois State Office of the Superintendent of Public Instruction, Springfield. Div. of Vocational and Technical Education.; Northern Illinois Univ., De Kalb.

Pub Date 73

Note--157p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors--Career Choice, *Career Education, *Career Opportunities, Career Planning, Guidance Services, *Guides, *Occupational Guidance, *Program Evaluation, Program Planning

The nineteen articles in this guidebook are by former consultants for vocational guidance workshops at Northern Illinois University. Articles are organized in five parts: identifying students' career guidance needs, providing students with helpful career information, assisting students pursuing career programs, preparing students for career placement, and evaluating career guidance programs. The guidebook is designed to provide career education and career guidance personnel with ideas, plans, and procedures which others in the field have found to be useful and to offer ideas for program improvement. (MS)

ED 080 919 CG 008 137

Ganschow, Laurie H. And Others

Practical Career Guidance Counseling, and Placement for the Noncollege-Bound Student: A Review of the Literature.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency--Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No--AIR-346-6-73-TR

Pub Date Jun 73

Contract--OEC-0-72-4986

Note--199p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors--Counseling Services, Counselor Training, *Information Needs, Literature Reviews, Minority Groups, *Noncollege Preparatory Students, *Occupational Guidance, *Occupational Information, Placement, Womens Education

This thorough review of the literature highlights six recurrent themes: (1) Women, minority students, and students from low income families have not obtained occupational information and assistance in relating their abilities and interests to career options and skills training programs. (2) Placement services within the school improve school accountability as well as the relationship of the school to the business community. (3) Current experiments with computerization of information for counseling do not appear to be cost-effective. (4) Counselor education does not prepare counselors for practical career guidance needed by the noncollege-bound. (5) Credential requirements inhibit employment of personnel who might bring practical information to the noncollege-bound. (6) Personnel working with noncollege-bound students are not providing practical career guidance services. The study cites specific recommendations in accordance with these findings. (Author/LAA)

ED 082 038 CE 000 336

Mathewson, Beatrice M. Staropoli, Charles J.

Career Education in the Elementary School.

Pub Date Oct 73

Note--11p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors--*Career Education, Educational Objectives, *Elementary Education, Elementary Schools, *Vocational Counseling

The aim of education should be total utilization of the abilities of the entire population. Career education must start early enough for the child to prepare his skills for the world of work. A structured career exploration curriculum is divided into awareness, orientation, simulation, and development. The first step, awareness, is designed to develop a positive self-concept in the child and to show him how education helps him reach his goals. The elementary and middle school should develop flexibility, build attitudes, provide basic knowledge, and expose the child to as many careers as possible by utilizing the standard curriculum with shifts of emphasis. Vocational guidance counseling at the elementary level is a vital function of the program. Technical, cultural, social, recreational, consumer, and occupational benefits can accrue from a career education program which develops the whole child. (MS)

ED 082 073 CG 008 140

Jones, G. Brian And Others

Planning, Structuring, and Evaluating Practical Career Guidance for Integration by Noncollege-Bound Youths. Final Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency--Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No--AIR-346-6-73-FR

Pub Date Jun 73

Contract--OEC-0-72-4986

Note--103p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors--*Career Planning, Counseling, Employment Qualifications, Followup Studies, *Guidance Services, Job Placement, *Models, *Noncollege Preparatory Students, Self Concept, *Vocational Development

This study synthesizes evidence on the realignment of practical career guidance, counseling, and placement that has occurred since 1968 for noncollege-bound students. This study examines and classifies 13 guidance programs according to whether they emphasize vocational choice, vocational development, employability development, or placement and follow-up. The second section of the report specifies factors related to the integration of practical career guidance for noncollege-bound youth. The final section provides a model for systematic planning, structuring, and evaluating of career guidance, counseling and placement for this student population with an emphasis on the importance of self-concept in vocational development, the model consists of content evaluation, input evaluation, process evaluation, and product evaluation. The report also offers a taxonomy of indirect, shared, and direct functions of students, teacher, and counselors for stimulating and maintaining student responsibility for vocational and career development. (Author/LAA)

ED 082 725 JC 730 225

Richardville, Jerry And Others

A Decision-Making System for the Career Information Center at Tallahassee Community College.

Pub Date 29 May 72

Note--31p.; Paper submitted in Course 553, Florida State University

EDRS Price MF-$0.65 HC-$3.29

Descriptors--Behavioral Objectives, *Career Planning, *Community Colleges, *Decision Making, Post Secondary Education, *Self Help Programs, Student Developed Materials, Systems Approach, Technical Reports, *Vocational Counseling

Identifiers--Career Information System, *Tallahassee Community College

...system for aiding students at Tallahassee Community College in using the Career Information System in vocational planning was developed. The system allows the students to serve themselves with minimum counselor intervention. In behavioral terms, the system should enable the student to: (1) place himself in one of the six client categories, (2) assess his attitudes, abilities, interests, preferences, physical and social characteristics, (3) locate current information relevant to his needs, (4) identify various realistic alternative plans, (5) list the alternatives in a hierarchy of preference, (6) choose from the hierarchy alternative plans to pursue, (7) identify steps necessary in taking action to achieve goal, and (8) recognize the need to review plans and goals periodically to check progress. The progression of the steps through which the student goes at the CIC are outlined. Recommendations are given in relation to reorganization of materials at the CIC, resource people, testing, publicity, and costs. Appendixes provide: General Guide to TCC CIC Induction, General Outline of Pamphlets, Decision-Making Model Script, CIC Experience Evaluation Sheet, Self-Assessment Checklist, and Future Group Guide. (DB)

ED 082 894 RC 007 353

Career Education: Promising Practices in Small Schools.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Career Education Task Force.

Pub Date 73

Contract—OEC-4-7-062871-3059

Note—82p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Education, Community Attitudes, Evaluation, *Mobile Educational Services, Needs, *Occupations, Program Descriptions, *Rural Areas, *Small Schools

Eighteen promising practices in career education are described by title, location, needs, history of development, description of the practice, specific considerations for implementation, vital statistics, evaluation and contact for further information. Each is a small school practice which "works" for that school. Practices are grouped within four areas: diversified occupations, hands-on/in-school vocational training, career exploration and awareness and cooperative mobile units. A discussion on effecting change in rural schools and communities follows. (PS)

ED 083 066 SO 006 179

Laska, Shirley Bradway

Role Models and Occupational Knowledge: A Study in Adolescent Socialization. Final Report.

Tulane Univ., New Orleans, La. Dept. of Sociology.

Pub Date 31 Jan 73

Note—345p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-218 932, MF $1.45, HC $6.00)

Document Not Available from EDRS.

Descriptors—Adolescence, Ethnic Groups, Grade 12, Models, *Occupational Aspiration, Questionnaires, *Role Models, Social Behavior, *Socialization, Social Mobility, Social Psychology, Socioeconomic Status, Student Attitudes, Surveys, Theories, *Vocational Interests, Youth

Identifiers—New Orleans (Louisiana)

A sample of 468 seniors from five public high schools in New Orleans were administered a questionnaire designed to elicit attitudes and experience pertaining to their occupational socialization. This research was organized in terms of a behavioral model of the social processes which lead to a particular level of knowledge about the aspired occupation. The initial determinants are the adolescent's race and socioeconomic status as they influence the difference between his social status and that of his aspiration. This difference is studied as the cause of the social distance between the adolescent and his role model for the aspired occupation. (Author)

ED 083 94 CG 008 325

Pappas, James P. And Others

Career Development Symposium.

Pub Date Sep 72

Note—78p.; Paper presented at the American Psychiatric Association Convention, 2-8 September 1972, Honolulu, Hawaii. Research and Development Report No. 43

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Aptitude Tests, *Career Choice, *College Students, Information Seeking, Interest Tests, Minority Groups, Occupational Choice, *Occupational Guidance, Student Needs, Symposia, *Vocational Development, *Vocational Maturity

These programs represent a culmination of efforts made in the last two years by the staff of the Counseling and Psychological Services in attempting to develop a series of career counseling "packages" designed to meet student needs. The programs were based on a theoretical rationale suggesting six classes of factors that influence the career choice process (i.e., change, past experience, personal characteristics, interest, aptitude, values and the world of work). Five decision-making steps in career planning were also stated: identifying the problem, gathering occupational information, exploring vocational alternatives, selecting, implementing and evaluating a choice. Given these factors and stages, the counselors developed multimedia and counseling modules (e.g., vocational testing and interpretation, life planning exercises, value identification, information-seeking behaviors) that were adapted to specialized client populations. Variants of these modules were presented to several thousand incoming freshmen, marathon groups, a career class and minority students. Research instruments to assess program effectiveness included measures of information of the world of work, vocational maturity, movement towards a career choice and information-seeking behaviors. In general, the results suggested client development in all criteria areas. (Author)

ED 083 806 EM 011 516

Zagorski, Henry J. And Others

Automatic Data Processing System and Procedures, Computerized Academic Counseling System.

System Development Corp., Santa Monica, Calif.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No—AFHRL-TR-73-6

Pub Date Jun 73

Note—55p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Planning, *Computer Oriented Programs, Computer Programs, Counseling, Counseling Programs, *Electronic Data Processing, Guidance, Guidance Counseling, Military Personnel, Program Descriptions, Technical Reports, Undergraduate Study, *Vocational Counseling

Identifiers—CACS, *Computerized Academic Counseling System, System Development Corporation, United States Air Force

The Computerized Academic Counseling System (CACS) designed by the System Development Corporation is reviewed. Aspects of the system, constructed to assist counselors in guiding undergraduates in the selection of academic majors, which are discussed include: problem definition, system analysis, design rationale, methodology, measurement specifications, data base compilation, mathematical modeling, statistical results, and validation tests. Counseling application directions and capabilities are considered, computerized academic counseling in the context of career success likelihood is analyzed, and recommendations for extending the approach to additional aspects of career guidance are made. A concept for an Air Force (AF) career counseling system which permits individuals to shape their careers is developed. Its functional components include: a) an AF personnel needs and resources forecast model 2nd, b) an AF mechanism which permits personnel to select and assure careers of their choice. Preliminary analyses are offered which indicate such a system is feasible and could have a significant impact on AF enlistment and turnover rates. Finally, recommendations are presented suggesting future research and development. (Author)

ED 084 244 SP 007 479

DeBruin, Jerry And Others

Career Decision Program. A XII Module Program.

Toledo Univ., Ohio. Coll. of Education.

Pub Date Nov 72

Note—133p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Planning, *Curriculum Guides, *Teacher Education, *Teacher Education Curriculum

GRADE: College freshmen. SUBJECT MATTER: Career Planning, a guide for incoming freshmen. ORGANIZATION AND PHYSICAL APPEARANCE: The course is presented in the form of modules which include an objective, prerequisites, preassessment, instructional activities, postassessment, and time allocation. The guide is bound in paper; pages are xeroxed. OBJECTIVES AND ACTIVITIES: To help the student decide a) whether he wants to become a teacher, b) on what level he wants to teach, and c) what subject area he wants to specialize in. INSTRUCTIONAL MATERIALS: None included. STUDENT ASSESSMENT: No provision is indicated. (JB)

ED 084 372 CE 000 514

Turkington, Keith Anderson, Carol

The Group Guidance Program: Career Guidance Through Group Dynamics For Secondary School Students. Volume II. Curriculum Materials.

Vocational Guidance Service, Houston, Tex.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date 15 Jun 73

Note—32p.; See also CE000513

Available from—National Technical Information Service, Springfield, VA 22151 (PB 222 124, MF $1.45, HC $6.00, paper copy also available for $11.00 per set of 2 reports as PB 222 122 SET)

Document Not Available from EDRS.

Descriptors—Career Education, Group Dynamics, *Group Guidance, *Instructional Materials, *Occupational Guidance, Occupational Information, *Secondary Grades, Vocational Counseling, *Vocational Development

Volume 2 of a two volume report on student curriculum materials is intended for use in a group career guidance program. Included are group session outlines with complete facilitator instructions and student group materials, either developed or used by the original Group Guidance Program. Most of the group sessions involve the case study method; however, there are other techniques including the usage of pencil and paper, resource persons, and role playing in the context of a task-oriented group guidance process. The curriculum materials are organized under three main headings: self-awareness, labor market information, and tools for employment. (Author)

ED 084 371 CE 000 513

Meyer, Judy Anderson, Carol

The Group Guidance Program: Career Guidance Through Groups. Volume I. Operations Manual.

Vocational Guidance Service, Houston, Tex.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date 15 Jun 73

Note—308p.; See also CE 000 514

Available from—National Technical Information Service, Springfield, VA 22151 (PB 222 123, MF $1.45, HC $6.00, paper copy also available for $11.00 per set of 2 reports as PB 222 122 SET)

Document Not Available from EDRS.

Descriptors—*Career Education, Group Dynamics, *Group Guidance, Manpower Needs, Manuals, *Occupational Guidance, Occupational Information, Program Planning, *Secondary Grades, Self Concept, Vocational Counseling

The Group Guidance Program is a comprehen-

sive career guidance program designed to prepare young adults for a positive transition from high school to suitable employment or post-high school training. The program materials deal with three major areas: self-awareness, labor market information, and tools for employment. Volume I of a two volume manual reports on how students in the program meet in small groups--based on the assumption that collectively, they are aware of many facets of the world of work and if properly stimulated, can teach one another more effectively than can an adult teach them through formalized presentations. The operations manual is written as a guide to assist school districts and other interested agencies in developing their own operational group career guidance programs. Portions of this document are not fully legible. (Author)

ED 084 383 CE 000 536

Karman, Felice J

Women: Personal and Environmental Factors in Role Identification and Career Choices.

California Univ., Los Angeles. Center for the Study of Evaluation

Report No—CSE-89

Pub Date Aug 73

Note—60p.; Based on Ed D. Dissertation, University of California, Los Angeles

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Choice, Career Opportunities, *Females, Feminism, *Role Conflict, *Role Perception, Sex Differences, Sex Discrimination, *Stereotypes, Working Women

The study identifies characteristics of young women who, in their occupational choices, do not conform to the traditionally expected female role. Differences are examined in home and family background, personality characteristics, values and attitudes, educational achievement and aptitude, and educational experiences between those women who elect to pursue stereotypic feminine careers and those who plan to choose stereotypic masculine careers. The investigation utilizes questionnaires gathered in the College Student Survey by the Center for the Study of Evaluation in 1968-69. It consists of upperclassman women in 38 schools who are divided into two groups--the smaller (101 respondents) called "nontraditionalists" because of their intended careers and the larger group of 1,537--reduced by random selection to 321--called "traditionalists." Stepwise multiple regression analysis identified predictor variables descriptive of nontraditionalists. However, only approximately 29 percent of the variance was accounted for. Implications of these indicators in terms of role conflict and role congruence are discussed with emphasis on their import to the counselor. It is concluded that sex status appears to be a salient factor in woman's career choice. (MS)

ED 084 431 CE 000 636

Friel, Theodore W

Student Guide to Career Decision-Making Skills; Designed for Use with the Educational and Career Exploration System (ECES).

Genesee Intermediate School District, Flint, Mich.

Spons Agency—Michigan State Dept. of Education, Lansing. Vocational Education and Career Development Service.; Michigan State Legislature, Lansing.; Mott (C.S.) Foundation, Flint, Mich.

Pub Date 72

Note—66p.; For related Counselor Guide, see CE 000 637

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Assignments, *Career Choice, Career Education, *Career Planning, *Curriculum Guides, Decision Making, *Grade 10, Occupational Choice, Vocational Development, *Workbooks, Worksheets

Identifiers—ECES, *Educational and Career Exploration System

The document provides a step-by-step guide for the student expanding his career-planning skills. It is designed for use with grade 10, but is suitable for grades 11 and 12 as well. Each of ten group meetings is presented in terms of goals, assignments (including worksheets), and resource information. Interspersed are four computer terminal visits, which consist of goal statements and search strategies to guide decision-making through ECES. The third aspect of the program is a set of three personal visits, for which forms are provided, where students can record questions they want to raise. The document concludes with a two-page glossary. (MS)

ED 084 432 CE 000 637

Friel, Theodore W

The Counselor Guide to Career Decision-Making Skills; Designed for Use with the Educational and Career Exploration System (ECES).

Genesee Intermediate School District, Flint, Mich.

Spons Agency—Michigan State Dept. of Education, Lansing. Vocational Education and Career Development Service.; Michigan State Legislature, Lansing.; Mott (C.S.) Foundation, Flint, Mich.

Pub Date 72

Note—121p.; For related Student Guide, see CE 000 636

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Career Choice, Career Education, *Career Planning, *Counseling, Counseling Services, Counselor Functions, *Curriculum Guides, Decision Making, *Grade 10, Instructional Materials, Occupational Choice

Identifiers—ECES, *Educational and Career Exploration System

The document consists of all the material contained in the Student Guide as well as special material to guide the counselor at each step of the program, supplementary material on evaluation, and the introductory correspondence forms. Suggestions are made on how to select students for the career planning program. The background notes indicate the number of minutes to be devoted to each step, the approach to be taken, and the order in which material should be discussed. (MS)

ED 084 463 CG 008 315

Hyne, Susan Ann

Innovations in Vocational Counseling: A Review of Program Descriptions.

Colorado State Univ., Ft. Collins. Univ. Counseling Center.

Pub Date 73

Note—25p.; Student Development Report, v11 n1

Available from—University Counseling Center, Colorado State University, Fort Collins, Colorado 80521

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Career Planning, Counseling Programs, *Decision Making Skills, Group Counseling, Information Retrieval, *Information Utilization, *Innovation, Peer Counseling, *Program Descriptions, *Vocational Counseling

Using four types of counseling for career development, this report describes current vocational counseling programs. The first type of counseling focuses on information and clarification of issues. Innovations within this context have centered on improving information acquisition, retrieval, and interpretation; and varying the format in which information is presented and integrated. The second type of counseling deals with a specific problem by focusing on decision-making skills while the third type views counseling as a continual process of development and adaptation. The fourth type of counseling stresses an individual's use of personal resources to influence his own occupational development. The report reviews current literature, presentations at professional meetings, and program descriptions from a recent survey on outreach programming. The report concludes that vocational counseling programs are attempting to reach larger numbers of students through groups with peer leadership which offer longer term exposure to more comprehensive career materials and processes. (Author/LAA)

ED 084 481 CG 008 501

Volunteers in College and Career Information (VICCI). Evaluation Report.

San Francisco Unified School District, Calif.

Pub Date Jun 73

Note—65p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Planning, *College Choice, College Programs, *Educational Planning, *Guidance Services, High School Students, Information Services, Program Evaluation, *Volunteers, Volunteer Training

This booklet discusses an ancillary guidance program, staffed by volunteers, which provides a college and career information service within high schools. Making assistance readily available to students, counselors, teachers, and parents, these volunteers provide information on college programs, financial aid, admission selection procedures, catalog interpretation, application completion, and meeting testing and application deadlines. The report covers funding, organization, volunteer training, and services provided by the program. Evaluations of the program by samples of students, staff, and volunteers show enthusiastic endorsement of the information service. The report concludes with a listing of the basic resource materials used by the program. (Author/LAA)

ED 085 472 CE 000 356

Vocational Counseling: A Plan for the Development of a Vocational Guidance Program.

Training Research and Development Station, Prince Albert (Saskatchewan).

Pub Date Jul 73

Note—85p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Choice, Career Education, Decision Making Skills, *Employment Opportunities, *Guidance Programs, High School Curriculum, *High Schools, Occupational Guidance, Program Development, Self Concept, *Vocational Counseling

The study examines the preparation by high school students for employment and the concept that this situation can be improved through a high school career guidance program. It proposes a program to help students acquire information about the world of work, skills required to make decisions about training and career choice, skills required to find and keep employment, and attitudes toward training and careers which reflect the contingencies of the socioeconomic environment. The basic components of the career guidance course are (1) developing a positive self-concept, (2) knowledge of the world of work, (3) skills of decision making, and (4) transition from school to employment. The course outlined is designed to include a high degree of teacher direction during the early part with increasing student direction and independence of action during the latter part. (MS)

ED 085 518 CE 000 694

Worthington, Robert M.

Career Education: Implications for Guidance and Counseling.

Pub Date 17 Nov 72

Note—18p.; Keynote Address at the Florida Personnel and Guidance Association Annual Workshop, Tampa, Florida, November 17, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Education, *Educational Objectives, Models, *Occupational Guidance, Speeches, *Vocational Counseling

Career education is gaining acceptance as a way of making education more relevant and more human. There are five levels to the approach: Grades K-6 deals with career awareness; 7-9 provides occupational information and career exploration; 10-14 is concerned with job placement and specialized career education; the post-secondary level involves specific occupational preparation; and adult and continuing education covers the total spectrum. Since career education is an evolving concept, the levels are not distinct. The four models of career education (school-based, employer-based, home-based, and rural-residential) have implications for the role of counselor and the scope of responsibility of occupational guidance. The existence of varying opinions among nationally influential groups and individuals concerning career guidance, counseling, and placement emphasizes the need for specifying objectives appropriate to a comprehensive and integrated developmental program in

these areas. These might include identification of career development needs of students at all levels, programs for all levels, coordinated activities, placement programs, outreach functions, and job adjustment counseling. Photographed from best available copy. (AG)

ED 085 539 CE 000 717

Goodale, James G. *Hall, Douglas T.*

On Inheriting a Career: The Influence of Sex, Values, and Parents.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 73

Note—34p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Aspiration, Employment, *Grade 10, *Occupational Aspiration, Parental Aspiration, Parental Background, Parent Attitudes, *Parent Influence, Parent Student Relationship, Personal Values, *Sex Differences, Tables (Data)

To test the hypothesis that two classes of variables (perceived parental influence and student work values) would mediate the relationship between parents' background and educational and occupational aspirations for high school students, a questionnaire was administered to 437 high school sophomores in a northeastern city. Analysis of the data revealed that two measures of parental influence (student perceptions of parents' interests in students' school work and parents' hopes that the student will attend college) did serve as mediators, while two other measures (active pressure and parental involvement) did not. It was also learned that work values did not operate as an intervening variable in the relationship between social origin and aspirations. The basic path for boys through which parental background was related to career aspirations, according to the study is: Parental Background--Parents' Interest--Parents' Hopes for College--Student's Own College Plans--Student's Planned Occupation. The path for girls was quite different. Girls perceive less parental support for their educational activities than do boys and they are more independent of their parents' socioeconomic background. An analysis of the students' work values are revealed differences which the authors comment upon. Statistical tables are included. (AG)

ED 086 829 CE 000 860

Hohenshil, Thomas H., Ed.

New Dimensions in Career Education: Annual Conference on Career Education and Career Counseling (2nd, Blacksburg, Va., May 11-12, 1973). Proceedings.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Pub Date 12 May 73

Note—76p.

Available from—Public Information and Publications, State Department of Education, Richmond, Virginia 23216 (CP-1, Single copies $3.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Education, *Conferences, Developmental Guidance, Guidance Counseling, Meetings, Occupational Guidance, *Vocational Counseling, *Work Attitudes

Identifiers—*Virginia

Teachers, counselors, administrators, and university personnel from five States participated in the conference whose purpose was to analyze their changing roles in emerging career education programs. Special emphasis was placed on Virginia's rapidly developing programs of career education. Norman Gysbers spoke on "Critical Issues in Career Education," reviewing key opinions concerning purposes and conceptualizations of career education. Byrl Shoemaker's paper, "Rationale for Career Education," focused on the skill, technological knowledge, educational background, work habits, and attitudes essential to the nation's growth rate, and described a career continuum differentiated by grade level used in Ohio. Deal L. Hummel spoke on "Work and the Changing Attitudes of Students and Parents." Career development, he says, reinforces positive youth attitudes in helping develop personal identity and self respect. Group discussions were summarized by Tom Hohenshil. "Life Career Development: The Basis for Developmental Guidance," by Norman Gysbers, described the concept of integration of roles, settings, and events over a total life span used for improving and extending comprehensive, developmental guidance programs. The remainder of the proceedings consisted of reports on career education projects in Virginia. The conference program and participants are listed. (MS)

ED 086 830 CE 000 861

Preparation of Occupational Guidance Counselors. Final Report.

Cabarrus County Board of Education, Concord, N.C.; North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jun 73

Note—37p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Education, Consultation Programs, *Counselor Training, *Elementary School Counselors, Elementary School Guidance, Field Experience Programs, Guidance Personnel, Guidance Programs, *Internship Programs, *Occupational Guidance, Occupational Information, School Community Cooperation

Identifiers—*Career Awareness

The project had three goals: to increase the supply of elementary counselors in North Carolina, to provide guidance services to seventeen elementary schools in a satisfactory manner so the program would be adopted after expiration of the project, and to provide systematic guidance services for children in grades one through six. Four full time trained elementary counselors were employed to serve as counselors in their schools and as consultants for twelve graduate student counselor trainees serving a year-long internship. Together they organized and conducted a guidance and counseling program in which career awareness was an integral part. Trainees assisted teachers in integrating occupational information/career awareness as part of their regular classes, with considerable thrust given to the concept of community involvement. Preliminary data were collected on students in grades four through six regarding their knowledge about careers. Significant gains were measured on a career awareness scale given in the fall and the following spring. Conclusions and recommendations were drawn. Appendixes include a Guidance Counselor Rating Scale and a Career Awareness Questionnaire. (SC)

ED 086 926 CG 008 620

Holland, John L.

Some Practical Remedies for Providing Vocational Guidance for Everyone.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—160

Pub Date Oct 73

Note—34p.; Paper presented at the Minnesota Statewide Testing Programs Meeting, 20 September 1973, Minneapolis, Minnesota

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Career Education, *Guidance Services, High School Students, *Models, Occupational Guidance, *Program Descriptions, Student Needs, *Theories, *Vocational Counseling

After describing some current problems in vocational guidance and summarizing relevant knowledge and theory in the field, this paper presents some practical plans, materials, and ideas for providing more useful vocational assistance to people of all ages. The paper reviews such prominent vocational guidance approaches as vocational information and guidance systems, special programs for special populations, curricular materials, career education, and assorted assessment devices. The author believes that the understanding of careers requires both organizational and developmental strategies and models as bases for interventions. He employs student assessment, environmental assessment, and environmental redesign to formulate a high school vocational program with the following components: (1) placement and work experience service; (2) translation service; (3) environmental design service; (4) trouble-shooters; and (5) staff relationships. This plan can be easily modified for other age groups. (Author/LAA)

Journal Articles

EJ 036 144 090 AA 509 460
Computer Assisted Occupational Exploration Sankey, G. R., *Saskatchewan Journal of Educational Research and Development*, v1 n2, pp9-14, Sp 71
*Computer Oriented Programs, *Occupational Guidance, *Demonstration Projects, *Guidance Programs

EJ 037 569 090 CG 502 912
Helping Women to Resolve the Home Career Conflict Farmer, Helen S., *Personnel and Guidance Journal*, v49 n10, pp795-800, Jun 71
*Females, *Role Conflict, *Career Planning, *Counselor Role, *Counselor Attitudes, Career Choice, Sex Differences, Social Attitudes, Working Women, Employment Opportunities
Counselors and educators can help clarify factors involved in the vocational choice process with high school and college girls, where these factors differ from those affecting men. Clarification should be built into high school and college guidance programs for girls. Society will gain if women choose careers commensurate with their potential. (Author)

EJ 037 796 150 AC 501 130
An Educational Strategy for Professional Career Change Farmer, James A., Jr.; Williams, Robert G., *Adult Leadership*, v19 n10, pp318-320+, Apr 71
*Career Change, *Professional Personnel, *Models, *Adult Counseling
There is increasing evidence that sizeable numbers of 30, 40, and even 50 year old persons in a variety of professions, voluntarily or of necessity, are becoming involved in the professional career changing process. (EB)

EJ 038 388 380 CG 502 864
College Women and Jobs: Another Look at the 1970's Parrish, John B., *Journal of College Placement*, v31 n4, pp34-40, Apr-May 71
*Working Women, *Labor Force, *Occupational Surveys, *Job Placement, *Career Choice, Females, Personnel, Nonprofessional Personnel, Jobs, Occupations
Statistics show women made little professional progress either in work or training in the 1960's. The author sees ahead a strong possibility of non traditional careers. (Author)

EJ 039 885 420 CG 502 987
An Exploration of Parental Encouragement as an Intervening Variable in Occupational Educational Learning of Children Jacobsen, R. Brooke, *Journal of Marriage and the Family*, v33 n1, pp175-181, Feb 71
*Family (Sociological Unit), *Parent Child Relationship, *Parent Influence, *Ccupational Aspiration, *Career Choice, Vocational Interests, Interaction, Parent Attitudes
Based upon data from a random sample of families a typology of Parental Encouragement (PE) techniques was tested and two predominant types were found. A "three way" analysis using comparable data from both parents and the ninth grade son reveals considerably less than "one to one" correspondence on reported PE attempts. (Author)

EJ 039 889 420 CG 503 003
An Investigation of the Role of Career Salience in Vocational Behavior Greenhaus, Jeffrey H., *Journal of Vocational Behavior*, v1 n3, pp209-216, Jul 71
*Self Congruence, *Occupational Choice, *Career Choice, *Self Actualization, *Aspiration, Vocational Development, Self Concept, Individual Psychology, Work Attitudes
The hypothesis that career salience would be positively related to the degree of self occupational congruence attained in an occupational choice was supported for males. The hypothesis that the correlation between congruence and occupational satisfaction would be greater for high career salient subjects for low subjects received no support. (Author)

EJ 039 893 420 CG 503 008
Consistent and Inconsistent Career Preferences and Personality Walsh, W. Bruce; Barrow, Cynthia A., *Journal of Vocational Behavior*, v1 n3, pp271-278, Jul 71
*Self Congruence, *Career Choice, *Personality, *Occupational Choice, *College Majors, College Students, Sex Differences, Personality Studies, Vocational Development
Findings of this investigation suggest that subjects in the congruent female group tend to have more stable college major choices than subjects in the congruent male group. (Author)

EJ 040 615 150 RE 502 833
Some Determinants of Anti-Establishment Career Goals: An Empirical Analysis Pearson, Barbara; Levin, Jack, *Psychological Reports*, v28 n3, pp849-50, Jun 71
*Career Choice, *Goal Orientation, *Conformity, *Aspiration, *Family Role, College Students, Sex Differences, Values, Attitudes, Opinions

EJ 041 632 490 PS 501 197
Role Model Influences on College Women's Career Aspirations Almquist, Elizabeth M.; Angrist, Shirley S., *Merrill-Palmer Quarterly of Behavior and Development*, v17 n3, pp263-279, Jul 71
*Career Planning, *Aspiration, *Females, *Role Perception, *Models, Career Choice, College Students, Longitudinal Studies

EJ 044 068 150 CG 503 439
Interactive Computer System Will Help Students Make Career Decisions , *Vocational Guidance Quarterly*, v20 n1, pp61-62, Sep 71
*Computers, *Occupational Choice, *Career Choice, *Information Systems, *Computer Oriented Programs, Occupational Guidance, Students
A system that actually teaches the student how to think about vocational choices rationally and systemtically is described. (BY)

EJ 045 522 090 VT 502 878
New Guidance Materials for the Disadvantaged: A Pilot Program Smith, Gerard, *Occupational Outlook Quarterly*, v15 n2, pp31-33, Sum 71
*Pilot Projects, *Occupational Guidance, *Disadvantaged Youth, *Reading Difficulty, *Instructional Materials, Reading Comprehension
Progress report on a new pilot program aimed at young people with limited reading comprehension. (Editor)

EJ 046 734 020 CG 503 676
The Individual, the Organization, and the Career: A Conceptual Scheme Schein, Edgar H., *Journal of Applied Behavioral Science*, v7 n4, pp401-426, Sum 71
*Individual Characteristics, *Individual Development, *Socialization, *Organization, *Power Structure, *Careers, Individual Needs, Innovation
This paper presents a set of concepts about the nature of the organization, the nature of the individual, and the nature of the career, the set of events which tie the individual and the organization together. (Author)

EJ 047 154 150 VT 502 937
Conscious Career Choice Cameron, John D., *Canadian Vocational Journal*, v7 n1, pp16, 28, Feb 71
*Career Planning, *Career Choice, *Decision Making, *Vocational Counseling, *Decision Making Skills, Career Education, Occupational Choice, Occupational Aspiration

EJ 048 223 040 CG 503 858
Second Careers: War Wives and Widows Cooperman, Irene G., *Vocational Guidance Quarterly*, v20 n2, pp103-111, Dec 71
*Careers, *Labor Force, *Working Women, *Changing Attitudes, *Role Conflict, Females, Vocational Counseling, Counselor Attitudes
The author concludes that what counselors need to guard against is the danger of lagging behind in their own attitudes toward sex roles in their understanding of male female differences and the great overlap that exists in most characteristics, and in their knowledge of changing job, educational, and employment requirements. (Author)

EJ 048 369 090 CG 503 861
Effects of a Group Vocational Guidance Class with College Community Students Anderson, Dale G.; Binnier, Arthur A., *Vocational Guidance Quarterly*, v20 n2, pp123-128, Dec 71
*Group Guidance, *Guidance Programs, *Occupational Guidance, *Vocational Education, Classroom Guidance Programs, Junior College Studensts, Community Colleges, Occupational Aspiration
Effects of a structured group vocational guidance experience are reportedon level of occupational aspiration and an occupational goals and plans of community college studens community college students. The experience was designed to lead students to examine and explore their interests and aptitudes as related to their personal aspirations and plans. (Author)

EJ 048 377 090 CG 503 883
Issues and Dialogue: Self-Referral of Other-Referral? Nelson, Richard C.; And Others, *Elementary School Guidance and Counseling*, v6 n2, pp108-111, Dec 71
*Referral, *Counseling Effectiveness, Counselor Role, Counseling Services, Teacher Role
After examining the advantages and disadvantages of self referral and other referrals, the authors feel first emphasis should be on self referral. To be effective, self referral depends on the counselor making himself available, and on encouragement from teachers and parents. Contact with teachers is needed regardless of type of referral. (CG)

EJ 048 382 090 CG 503 900
Five Recent Programs in Vocational Guidance for Junior High School Students Diehl, Victor, *Facility: The Journal of the Professional Counselors Association*, v3 n4, pp31-33, Nov 71
*Junior High School Students, *Occupational Guidance, *Vocational Counseling, *Educational Programs, *Guidance Programs, Relevance (Education), Vocational Interests

EJ 048 654 150 CG 503 856
The Emerging Pattern of Second Careers Sheppard, Harold L., *Vocational Guidance Quarterly*, v20 n2, pp89-95, Dec 71
*Careers, *Career Change, *Work Attitudes, *Occupational Aspiration, *Career Opportunities, Behavior Patterns, Adults, Social Change
The author points out a malaise among a significant portion of white male workers in America and suggests a need for programs that combine improved counseling and education efforts designed to improve the work lives and social environment of the contemporary generation of men and women. (Author)

EJ 048 655 150 CG 503 859
A Second Look at Second Careers Samler, Joseph, *Vocational Guidance Quarterly*, v20 n2, pp112-118, Dec 71
*Careers, *Employment Opportunities, *Vocational Development, *Decision Making, Labor Force, Working Women
The author provides a commentary on aspects of second careers presented in previous articles. (BY)

EJ 048 846 240 EC 040 616
Resource Centers for Teachers of Handicapped Children Moss, James W., *Journal of Special Education*, v5 n1, pp67-71, W/Spr 71
*Exceptional Child Education, *Handicapped Children, *Regional Programs, *Resource Centers, *Remedial Instruction, Remedial Programs, Federal Legislation, Models

EJ 049 162 310 CG 50[illegible] 87
The Life Career Game and Decision-Makin Among Ninth Graders Johnson, Richard H *Canadian Counselor*, v5 n4, pp257-262, Oct 71
*Decision Making, *Career Choice, *Game *Simulation, *Occupational Information, Junio High School Students, Occupational Choice Guidance Programs, Educational Games, Prob lem Solving
It was concluded that the Game may be a usefu technique. If used, it would be good to expan the profiles in a effort to make the hypothetica person more real. The use of local educationa and occupational information with the Gam would provide more choices of a realistic nature (Author)

EJ 049 273 350 CG 503 947
Helping Students to Help Themselves Searles, Aysel Jr., *Journal of College Placement*, v32 n1, pp59-62, Oct-Nov 71
*Occupational Information, *Career Planning, *Computers, *Library Materials, *College Students, Employment, Placement, Manpower Needs, Educational Needs, Social Change
At the State University of New York/Binghamton, merging data processing concepts with career library materials makes it possible for students to do much more preliminary "digging" for information on their own. (Author)

EJ 050 005 090 VT 503 203
A Critical Look At Career Guidance Ginzberg, Eli, *Manpower*, v4 n2, pp3-6, Feb 72
*Occupational Guidance, *Occupational Information, *Student Needs, Guidance Personnel, Professional Education, Guidance Services

EJ 050 266 150 CG 503 981
Occupational Stereotypes and Self-Descriptions: Their Relationship to Vocational Choice Hollander, Melvyn A.; Parker, Harry J., *Journal of Vocational Behavior*, v2 n1, pp57-65, Jan 72
*Occupational Choice, *Vocational Interests, *Stereotypes, *Career Planning, *Self Evaluation, Adolescents, Occupational Information, Job Analysis
Results suggested that occupational choices for adolescents were based in part on the degree of positive relationship between their self descriptions and various occupational stereotypes they held. (Author)

EJ 051 521 090 VT 503 281
New Interpretations of Guidance Role Kerlan, Julius H.; Ryan, Charles W., *American Vocational Journal*, v47 n2, pp77-80, Feb 72
*Career Education, *Vocational Counseling, *Career Choice, *Vocational Development, *Occupational Guidance
A panoramic view of Guidance Division general sessions and workshops covering some exemplary career guidance programs, as well as such topics as career choice, leadership, evaluation, and program development and management. Presented at the Guidance division session of the American Vocational Association 1971 annual meeting. (Editor/MU)

EJ 051 726 150 CG 504 029
Later Careers of Women College Graduates Okun, Barbara F., *Journal of the National Association of Women Deans and Counselors*, v35 n2, pp83-89, W 72
*Careers, *Working Women, *College Graduates, *Occupational Choice, *Vocational Interests, Social Change, Labor Force, Employment Patterns, Environmental Influences, Vocational Development

EJ 052 746 090 CG 504 107
Career Guidance Centers Jacobson, Thomas J., *Personnel and Guidance Journal*, v50 n7, pp599-604, Mar 72
*Vocational Counseling, *Career Planning, *Guidance Centers, *Guidance Services, Counseling Centers, Occupational Guidance, Counselors

EJ 052 753 090 CG 504 128
Career Guidance in the Elementary School Leonard, George E., *Elementary School Guidance and Counseling*, v6 n3, pp198-201, Mar 72
*Occupational Guidance, *Vocational Development, *Elementary School Guidance, *Elementary School Counselors, *Elementary Schools, Vocational Counseling

EJ 053 702 450 CG 504 142
An Applied Systems Approach to Career Exploration Koch, Joseph H., *Vocational Guidance Quarterly*, v20 n3, pp229-32, Mar 72
*Systems Approach, *Career Planning, *Occupational Information, *Vocational Counseling, *Decision Making, Counselor Role, High School Students, Student Participation

EJ 054 175 090 AA 512 232
Counseling and Guidance for Career Development Gust, Tim, *Educational Perspectives*, v11 n1, pp24-8, Mar 72
*Guidance Counseling, *Career Planning, *Vocational Counseling, Counseling Goals, Counselor Role
Stresses the role of counseling in the area of career development. Compares the term vocation, as a limited term, to the concept of career development which opens the door to a lifetime experience. (ML)

EJ 055 579 090 VT 503 524
Career Information Center on Wheels . *American Vocational Journal*, v47 n3, pp93, Mar 72
*Occupational Information, *Vocational Counseling, *Occupational Guidance, *Unemployed, *Mobile Educational Services, Guidance Programs, Guidance Services
Vocational counselors go to the unemployed in California depressed area. (Editor)

EJ 055 782 140 VT 503 522
Career Education and Career Choice Hoyt, Kenneth B., *American Vocational Journal*, v47 n3, pp84-88, Mar 72
*Career Education, *Career Choice, *Decision Making Skills, Career Planning, Speeches, Occupational Information, Vocational Education, Program Improvement, [*Career Awareness]
Career education means guaranteeing students a wide choice of careers, educating them to make wise decisions, and leaving them absolutely free to choose. (Author)

EJ 057 180 090 CG 504 443
Establishing a Need for a Vocational Guidance Program at the Elementary and Middle School Level Roberts, Nick J., *Elementary School Guidance and Counseling*, v6 n4, pp252-256, May 72
*Occupational Guidance, *Guidance Objectives, *Middle Schools, *Elementary Schools, *Vocational Counseling, Occupational Information, Career Planning, Vocational Development

EJ 057 182 090 CG 504 449
Career Guidance in the Elementary School Leonard, George E., Ed., *Elementary School Guidance and Counseling*, v6 n4, pp283-286, May 72
*Vocational Counseling, *Career Planning, *Occupational Guidance, *Elementary School Guidance, *Vocational Development, *Role Theory, Elementary School Students
Editor describes a good resource for elementary

counselors and provides an example of this guidebook. Also in the area of elementary school guidance, Sandra Shrene discusses the technique of role playing, and an employment service, initiated as part of a developmental career guidance program, is described by Imogene Jackson. (BY)

EJ 057 185 090 CG 504 493
DIG/Columbia University's Program To Help Students Find Answers Gummere, Richard M., Jr., *Journal of College Placement*, v32 n4, pp38-45, Apr-May 72
*Program Descriptions, *Self Actualization, *Occupational Guidance, *Student Personnel Services, *Self Evaluation, Student Personnel Programs, Career Choice, College Students
The article describes a program designed to help individuals by teaching them to identify connections between successes in life, and to recognize emerging patterns that may be relevant to career direction. (Author)

EJ 060 243 150 VT 503 884
The Role of the Self-Concept in Determining an Adolescent's Occupational Choice Sievert, Norman W., *Journal of Industrial Teacher Education*, v9 n3, pp47-53, Spr 72
*Occupational Choice, *Self Concept, *Occupational Guidance, *Vocational Education, *Correlation, Adolescents, High School Students, Q Sort, Achievement

EJ 062 968 090 AA 513 356
Counseling by Computer Barnard, Charles N., *Education Digest*, v38 n1, pp19-22, Sep 72
*Guidance Counseling, *Computer Oriented Programs, *Career Planning, *Guidance Facilities, *Data Bases, Counselor Role
Article describes the Educational and Career Exploration System (ECES) currently being tested in Flint, Michigan. (MB)

EJ 062 970 090 CG 504 872
Future Planning of College Women: Counseling Implications Navin, Sally, *Vocational Guidance Quarterly*, v21 n4, pp12-17, Sep 72
*Vocational Counseling, *Student Attitudes, *Role Conflict, *Vocational Development, *Career Planning, College Students, Working Women
Two major conflicting pressures, career development and assumption of the homemaker role, are discussed relative to future planning of college women and attitudes of men toward career-oriented women. (Author)

EJ 062 971 090 CG 504 873
Career Counseling--Teaching the Art of Career Planning Gaymer, Rosemary, *Vocational Guidance Quarterly*, v21 n4, pp18-24, Sep 72
*Vocational Counseling, *Career Planning, *Occupational Guidance, Counseling, Counselors, Counselor Role
A Canadian counselor rejects canned counseling concepts as she inspects the need for anticipation and adaptability in planning careers. (Author)

EJ 062 972 090 CG 504 878
MOLD: A New Approach to Career Decision-Making Johnson, Richard H.; Myrick, Robert D., *Vocational Guidance Quarterly*, pp48-52, Sep 72
*Decision Making, *Career Choice, *Career Planning, *Vocational Counseling, Junior High School Students, Motivation
A career decision-making simulation was experimentally tested in a middle school, resulting in significant learning of educational information as well as high student motivation and interest (Author)

EJ 064 667 150 UD 501 916
Conscious Factors Entering Into Decisions of Women to Study Medicine Cartwright, Lillian Kaufman, *Journal of Social Issues*, v28 n2, pp201-216, Spr 72
*Medicine, *Career Choice, *Sex Differences, *Females, *Psychological Studies, Individual Characteristics, Occupational Choice, Motivation, Graduate Students, [, California]
The data presented discuss the motivations and personality of the female medical school student from the University of California, San Francisco. (Author/JM)

EJ 066 045 090 CG 504 983
Career Counseling: Is Anybody Listening? Does Anyone Really Want to Hear? Wiggins, J. D., *School Counselor*, v20 n1, pp65-66, Sep 72
*Vocational Counseling, *Career Planning, *Counselor Role, Decision Making, Counselors

EJ 066 046 090 CG 504 983
Life Style Counseling for a Reluctant Leisure Career Eason, Jean, *Personnel and Guidance Journal*, v51 n2, pp127-132, Oct 72
*Counseling, *Career Planning, *Human Development, *Leisure Time, *Counseling Theories, Vocational Counseling, Working Women
The author suggests that mature women seek life styles that can provide integration, structure, meaning, and the opportunity for growth and creativity. Traditional career theories don't fit, but a life style counseling concept does. (Author)

EJ 066 049 090 CG 505 012
The Career Planning Program-More than a Test Battery Hanson, Gary R.; Cole, Nancy S., *Measurement and Evaluation in Guidance*, v5 n3, pp415-419, Oct 72
*Career Planning, *Tests, *Vocational Counseling, *Counselor Role, Counseling, Testing, Testing Programs
In response to Goldman's allegation in volume 4 of this journal that testing and counseling are not complementary, the author describes the Career Planning Program which represents one attempt to improve the relationship between tests and counseling. (Author)

EJ 066 196 140 AA 514 167
Career Development: A New Focus Moore, Earl J.; Gysbers, Norman C., *Educational Leadership*, v30 n3, pp257-60, Dec 72
*Vocational Development, *Career Education, *Educational Responsibility, Educational Attitudes, Student Participation, Comparative Analysis
Career development as a new focus for education has the potential to restructure substantially the processes and activities of education, modify the values and attitudes of educators, and maximize the opportunities for student involvement and responsibility. (Authors)

EJ 067 110 410 AA 514 155
A Home-Community Based Career Education Model Worthington, Robert M., *Educational Leadership*, v30 n3, pp213-4, Dec 72
*Career Education, *Adult Vocational Education, *Pilot Projects, *Program Descriptions, Models, Mass Media, [*Home Community Based Model]
This model is a career-oriented approach designed to enhance the employability and career options of out-of-school adults. (Author)

EJ 067 626 090 CG 505 143
Counseling College Women about Careers Angrist, Shirley S., *Journal of College Student Personnel*, v13 n6, pp494-498, Nov 72
*Females, *Occupational Guidance, *Career Choice, *Counseling, *Vocational Counseling, College Students, Counselor Role, Occupational Aspiration, Role Theory
The counselor should stress that occupational choice should be made in order to fulfill one's individual potential, not merely to earn a livelihood or to be practical. Counselors must help to end the circular process in which "women discover and assert their gender by their choices" of field, and then these fields "take on a feminine character because they are chosen by women or rejected by men (Hall, 1964, p. 26)." " (Author)

EJ 069 356 090 AC 502 252
Counseling Programs for Professionals Peterson, Margaret S., *Adult Leadership*, v21 n6, pp193-5, Dec 72
*Adult Counseling, *Counseling Programs, *Professional Continuing Education, *Career Choice, *University Extension, Counselor Functions
A university extension program in Wisconsin involved traveling faculty who function as counselors to those interested in resuming or changing careers. (SP)

EJ 069 637 150 AC 502 250
New Careers: A Challenge to Adult Education Connolly, John J., *Adult Leadership*, v21 n6, pp187-8, Dec 72
*Adult Vocational Education, *Educational Programs, *Job Training, *Career Education, *Disadvantaged Groups, Career Ladders, Career Opportunities
Describes a paraprofessional training program for the disadvantaged. (SP)

EJ 070 955 090 AA 515 021
Two Vocational Educators Look At The Counselor's Role in Career Development Welsh, Barton W.; Stanger, Norman R., *Thrust for Education Leadership*, v2 n4, pp36-7, Feb 73
*Career Planning, *Career Education, *Vocational Education Teachers, *Counselor Role, *Counseling Effectiveness, Guidance Personnel, Occupational Guidance, Educational Planning, Counselor Functions, Student Development
Suggests a list of responsibilities and duties for counselors concerned with student career development and which will free counselors from tasks beyond their province. (RK)

EJ 072 607 090 CG 505 437
Promoting Career Information Seeking Behaviors in College Students Aiken, James; Johnston, Joseph A., *Journal of Vocational Behavior*, v3 n1, pp81-87, Jan 73
*College Students, *Information Seeking, *Vocational Counseling, *Career Planning, *Educational Research, Communication (Thought Transfer), Group Counseling, Career Choice
This study was concerned with the effects of group reinforcement counseling on the frequency of career information-seeking behaviors for college males. Group reinforcement counseling and vocational consistency were significantly related to behavioral change over the 6 weeks of this investigation. Unanticipated results regarding the tested dimensions and behavior change are reported and discussed. (Author)

EJ 072 628 090 VT 504 530
Career Guidance: A Call for Change Davenport, Lawrence, *Manpower*, v4 n11, pp10-14, Nov 72
*Guidance Programs, *Career Planning, *Occupational Guidance, *Vocational Counseling, *Counselor Role, Career Education
Reforms are needed in counseling and guidance to meet current demands and those inherent in a career education system. (MF)

EJ 072 798 140 AA 515 172
The Role of Vocational Education in Career Education. A Message from the Sweaty Shirt Set Burkett, Lowell A., *NASSP Bulletin*, v57 n371, pp73-81, Mar 73
*Career Education, *Vocational Education, *Social Change, *Educational Attitudes, *Changing Attitudes, School Role, Employment
The author discusses some of the recent social changes which have brought new attention and strengthened definitions to career education. (Editor)

EJ 072 821 140 CG 505 446
Career Education: The Counselor's Role Brown, Duane; And Others, *School Counselor*, v20 n3, pp193-96, Jan 73
*Counselor Role, *Career Education, Career Planning, *Vocational Development, *Counselor Functions, Counseling Programs, Career Choice
A brief overview of the components of career education and consideration of the potential impact of career education on the counselor's role. (JC)

EJ 072 918 140 VT 504 560
Lifetime Careers? Martin, Thomas B., *Illinois Career Education Journal*, v30 n2, pp15-17, W 1973
*Career Education, *Career Change, *Vocational Development, *Technological Advancement, *Skill Development, Vocational Education, Skill Obsolescence, Occupational Clusters, Career Choice, Teacher Education
How to prepare for occupational change in career education. (Editor)

EJ 074 202 090 CG 505 597
Students Who Lack Vocational Identity Harman, Robert L., *Vocational Guidance Quarterly*, v21 n3, pp169-173, Mar 73
*Vocational Counseling, *Vocational Development, *Occupational Guidance, *Occupational Choice, *Career Choice, Testing, Career Planning
This study compared interest, personality, and ability scores of vocationally undecided students who, after counseling, either selected a major or remained undecided. (Author)

EJ 079 233 140 AA 516 048
Getting A Jump On Career Choices Murphy, Mary Kay, *American Education*, v9 n5, pp18-23, Jun 73
*Career Education, *Career Choice, *Career Planning, *Curriculum Design, *Decision Making, Educational Objectives, Self Concept, Flexible Scheduling, Student Interests
In Cobb County, Georgia, children start in first grade to think about jobs and what they want to do with their hands and minds and lives. (Editor)

EJ 079 244 140 AC 502 483
Life Skills for Adult Learners Adkins, Winthrop R., *Adult Leadership*, v22 n2, pp55-8,82-4, Jun 73
*Adult Education, *Career Education, *Learning Difficulties, *Program Effectiveness, *Models, Adult Education Programs, Educationally Disadvantaged, Student Motivation, Curriculum Development, Tables (Data)
Author presents an educational model he has been preparing for the past nine years that is designed to help the disadvantaged adolescent and adult learn the necessary behaviors for coping with their problems in living. (Author/RK)

EJ 080 923 140 CG 505 877
A Behavior Management Approach vs. a Traditional Approach to Career Education Randolph, Daniel; Lee; Grantham, Larry B., *Vocational Guidance Quarterly*, v21 n4, pp293-297, Jun 73
*Career Education, *Vocational Counseling, *Program Effectiveness, *Student Attitudes, *Elementary School Students, Evaluation, Teaching Methods
The vocational maturity and vocational knowledge of potential dropouts from elementary school are examined after use of two different teaching approaches. (Author)

EJ 080 924 140 CG 505 878
Career Advisors: Catalysts for Career Education Jones, Wendell H., *Vocational Guidance Quarterly*, v21 n4, pp298-301, Jun 73
*Career Education, *Consultants, *Vocational Counseling, *Student Needs, *Employment Opportunities, Job Market
Los Angeles recruited personnel with experience in business, industry, education, and guidance to respond more quickly to job market conditions and to meet student needs in career education. (Author)

EJ 082 087 490 CG 505 871
Counseling and Career Education in the United States: A Visitor's View Watts, A. G., *Vocational Guidance Quarterly*, v21 n4, pp254-261, Jun 73
*Counselor Role, *Career Education, *Counselor Evaluation, *Vocational Counseling, *Career Planning, Counselor Functions
An Englishman's view of the main current trends in guidance and counseling in the USA, notably the reevaluation of the counselor's role and the push for career education. (Author)

EJ 082 502 CG 506 071
A Career Outreach Program in Action Kirk, Henry P., *Journal of College Placement*, v33 n4, pp65-67, Apr-May 73
*Career Planning, *Vocational Counseling, *Pilot Projects, *Counseling Services, *Student Personnel Services, Career Choice
A pilot career counseling outreach program is described in this article. Bringing the idea of a counseling booth from the comics, California State University, Los Angeles, seeks out students rather than waiting for them to visit the office. (JC)

EJ 082 843 FL 505 004
Polish-Latin Influence in Pre-Petrine East Slavonic: Some Observations Leeming, H., *Slavonic and East European Review*, v51 n124, pp344-57, Jul 73
*Slavic Languages, *Polish, *Latin, *Lexicology, *Russian, Linguistic Patterns, Language Usage, Language Research, Language Classification
Discusses Polish influences in East Slavonic and presents results of personal research into the vocabulary of pre-Petrine Russian sources with comments on Ukrainian and Byelorussian as intermediaries in the transmission of Latin words via Polish to Russian; paper presented at the 7th International Congress of Slavists, Warsaw, Poland, August 1973. (RL)

EJ 083 707 VT 505 182
Career Guidance With A Difference Martin, Donna, *Illinois Career Education Journal*, v30 n4, pp10-11, Sum 73
*Career Education, *Educational Objectives, *Elementary School Guidance, *Guidance Programs, Educational Programs, Elementary Grades, Occupational Guidance, Self Concept, Educational Finance, [*Mid Valley Area Vocational Center]
Developing career education programs without state or federal money. (Editor)

EJ 084 255 CG 506 296
Vocational Counseling For Ghetto Women With Prostitution And Domestic Service Backgrounds Eltzroth, Marjorie, *Vocational Guidance Quarterly*, v22 n1, pp32-38, Sep 73
*Vocational Counseling, *Females, *Community Agencies (Public), *Poverty Programs, *Ghettos, Socially Deviant Behavior, Maids, Training, Disadvantaged Groups
This article describes a study of the characteristics of two groups of mature women in vocational training at a poverty agency and the counseling problems and training outcomes of the groups. (Author)

EJ 085 752 CG 506 402
Career Guidance in the Elementary School Smith, Phyllis E.; Rost, Paul, *Elementary School Guidance and Counseling*, v8 n1, pp50-53, Oct 73
*Career Education, *Elementary School Guidance, *Field Trips, *Vocational Development, *Occupational Guidance, Committees, Motivation Techniques, Job Skills
Three practical ideas that can be implemented in elementary schools are given: (1) a guidance committee (composed of representatives from each grade level and an administrator) to facilitate involvement in the school guidance program; (2) field trips to introduce students to the world of work and to establish motivations for learning subject skills; (3) the career pyramid to teach interrelationship of jobs (This can be initiated by a local event such as construction of a new building.) (EK)

EJ 087 244 AA 517 067
Decision-Making Training Essential for Career Education McBrien, Robert J., *Clearing House*, v48 n2, pp84-8, Oct 73
*Career Education, *Decision Making, *Educational Objectives, *Secondary Education, *Models, Career Choice, Training
The purpose of this paper is to present a synthesis of the Miller and Tiedman model for dicision making and to present applications for training pupils. (Author)

EJ 087 349 CE 500 189
Central Michigan University Establishes Center for Career Education *Career Education Digest*, pp8-9, May 73
*Career Education, *Administrative Agencies, Advisory Committees, Government (Administrative Body), Program Planning
The Center for Career Education is an independent unit of the university responsible to the provost. A Career Education Council made up of representatives of each School of the University and of community organizations develops goals, establishes policy, reviews programs, and serves as liaison with appropriate campus units. (MS)

EJ 087 463 CG 506 428
The Counselor And Career Information Services Reardon, Robert C., *Journal of College Student Personnel*, v14 n6, pp495-499, Nov 73

*Counselor Role, *Career Planning, *Student Development, *Information Systems, *Occupational Information, Career Education, Counseling Effectiveness, Individual Development, Guidance Services, Systems Development

This article outlines a conceptual framework for the counselor's use and the creation of information systems to promote the career development of college students. The enhancement of personal and system development are identified as two basic domains of the counselor's work, and specific activities involving the development and maintenance of information systems are suggested in both areas. (Author)

EJ 089 105 CE 500 301

Counselling for Career Survival Gaymer, Rosemary, *Canadian Vocational Journal*, v9 n3, pp30-3, F 73

*Career Change, *Career Planning, *Vocational Counseling, *Counseling Theories, Career Education, Counseling

There is a need for vocational counseling to become and remain competitive in the constantly changing job market. Emphasis within career planning should be on adaptability to change and versatility. (DS)

EJ 089 227 CG 506 551

Academia and Career Development: Toward Integration Conyne, Robert K.; Cochran, Donald J., *Personnel and Guidance Journal*, v52 n4, pp217-223, Dec 73

*Career Planning, *Departments, *Vocational Development, *Intervention, *Student Personnel Work, Surveys, Prevention, College Faculty, Counseling Centers, Consultants

The authors explore the relationship between the academic departments of a university and the career development of its students. They develop and illustrate a counseling intervention aimed at modifying the press of a university's academic department to make its orientation more conso-

EJ 089 228 CG 506 552

Occupational Floundering Varga, Lou, *Personnel and Guidance Journal*, v52 n4, pp225-231, Dec 73

*Employment Opportunities, *Job Satisfaction, *Vocational Development, *Occupational Choice, *Career Change, Vocational Adjustment, Career Choice, Work Experience

Occupational foundering is a phenomenon occurring when a person enters the labor market without commitment to an occupational goal. A period of effort causing varying degrees of need deprivation and frustration, floundering can be divided into three stages: (1) initial entry into the labor market (2) shopping period (3) mid-career stage. In the author's opinion, floundering isn't necessarily as destructive as current vocational theories imply. (Author)

EJ 090 841 CG 506 614

Career Education In A Junior High School Dallas, Joe D., *Personnel and Guidance Journal*, v52 n3, pp193-195, Nov 73

*Career Choice, *Career Education, *Junior High School Students, *Curriculum Development, *Work Study Programs, Vocational Education, Cross Age Teaching

This article describes a multiple approach to interweaving career education into the overall program of a junior high school. Existing courses were re-organized to include: (1) six exploratory courses for seventh graders, (2) television and communication classes, and (3) a manufacturing class. Eighth and ninth graders were allowed to replace daily study halls with tutoring experience in an elementary school. Ninth graders were offered a Job Orientation course. (EK)

EJ 090 877 CG 506 650

Career Development And Teacher Inservice Preparation Clapsaddle, David K., *Elementary School Guidance and Counseling*, v8 n2, pp92-96, Dec 73

*Occupations, *Vocational Development, *Inservice Teacher Education, *Occupational Information, Learning Activities, Careers, Career Education, Elementary School Students, [*Career Maturity Inventory: Attitude Scale]

This study determines the relationship of career education teacher inservice preparation (CETIP) to the vocational development of sixth grade children receiving instruction from teachers who participated in such preparation. Children whose teachers had taken the inservice program scored higher than children whose teachers had not. (EK)

EJ 090 887 CG 506 660

Walk-Through Book Doarnberger, Kathryn, *Elementary School Guidance and Counseling*, v8 n2, pp155-156, Dec 73

*Career Education, *Occupational Information, *Occupational Guidance, *Class Activities, Elementary School Guidance

This brief article describes a project relating to the world of work wherein students explored the field of work and then either wrote about a job using the resource materials, found pictures relating to the job in magazines, or used their art abilities. (EK)

EJ 090 882 CG 506 655

Career Guidance In The Elementary School Stell, Mary; And Others, *Elementary School Guidance and Counseling*, v8 n2, pp126-130, Dec 73

*Career Education, *Vocational Development, *Class Activities, *Occupational Guidance, *Occupations, Elementary School Students, Careers

The authors describe three classroom career activities--development of a floral shop, a post office, and a classroom corporation as concepts around which other career activities might be organized. Specific activities and the ones that developed from them in the authors' experiences are described. (EK)

EJ 090 979 CG 506 762

Self-Esteem, Self-Consistency, And Second Vocational Choice Leonard, Russell L.; And Others, *Journal of Counseling Psychology*, v20 n1, pp91-93, Jan 73

*Self Esteem, *Self Congruence, *Personality Assessment, *Career Choice, *Self Concept, Counseling, Self Expression, Locus Of Control, Vocational Development, College Students

It was hypothesized that (a) persons high in self-esteem make second vocational choices that are consistent with their personality styles more often than those that are inconsistent, and (b) persons low in self-esteem make second choices that are consistent about as often as they make choices that are inconsistent. Both hypotheses were supported. (Author)

EJ 090 982 CG 506 765

Vocational Relevance As A Factor In Counseling Foreman, Milton E.; James, Leonard E., *Journal of Counseling Psychology*, v20 n1, pp99-100, Jan 73

*Relevance (Information Retrieval), *Vocational Counseling, *Test Results, *Test Interpretation, *Career Planning, Individual Counseling, Group Counseling, Interest Tests, Psychological Tests, College Students

This study determined whether the estimation accuracy of clients engaged in individual counseling, group counseling, and control conditions improved more on test scales of high rather than those of low or intermediate vocational relevance. The results indicated no differences in the estimation accuracy at any level of vocational relevance. The categorization of test scales by vocational relevance did not advance estimation accuracy as a criterion of vocational counseling

EJ 092 073 UD 502 775

Vocational Guidance for Everyone Holland, John L., *Educational Researcher*, v3 n1, pp9-15, Jan 74

*Occupational Guidance, *Vocational Counseling, *Career Choice, *Vocational Development, *Intervention, Curriculum Development, Career Planning, Educational Diagnosis, High School Students, Counseling Services

Describes some of the current problems of vocational guidance, summarizes relevant knowledge and theory in the field, and offers some practical plans for a coordinated, theoretically compatible group of vocational programs, services, and experiences for a high school. (Author/JM)

Doctoral Dissertations

ACADEMIC ACHIEVEMENT AND COURSE SATISFACTION. A TEST OF HOLLAND'S THEORY OF VOCATIONAL CHOICE

Don Graham DEMPSEY, Ph.D.
University of North Carolina at Chapel Hill, 1972

Supervisor: Dr. Luther R. Taft

Purpose

The purpose of this study was to test the effectiveness of the congruence-incongruence dimension of Holland's Theory of Vocational Choice in predicting students' academic achievement and course satisfaction.

Subjects

The subjects were freshmen and faculty members at St. Andrews Presbyterian College, Laurinburg, N.C., in 1970-71.

Instruments Used

Holland's instrument, the Vocational Preference Inventory, was used to assess the personality types of students and faculty members. The Henmon-Nelson Tests of Mental Ability was used to measure the intelligence level of the students. The investigator's instrument, The Course Satisfaction Opinionnaire, was used to measure student course satisfaction.

Results

Effects of congruence and incongruence on academic achievement among science students. The theory predicts that students whose personality characteristics most resemble those of the environment will exhibit higher academic achievement than other students. In science classes (an environment classified by Holland as intellectual) the intellectual student would be expected to score higher mean grades than other students.

In a one-way analysis of covariance, using intelligence as the covariate, the congruent (intellectual) student group obtained a significantly higher mean course grade in two of five course sections. When the sections were combined, the congruent group achieved significantly higher final grades than four of five incongruent groups.

The results were generally supportive of Holland's theory.

Effects of congruence and incongruence of academic achievement among students in an artistic environment. It was assumed by the investigator that a course entitled Culture and Christianity reflected an artistic environment. It was predicted that these students whose VPI responses reflected the artistic classification (and were thus congruent) would achieve higher mean course grades than incongruent students.

Results of one-way analysis of covariance, with intelligence again the covariate, indicated that the incongruent group scored higher than the congruent group, although not significantly higher. The predictions were not supported.

Effects of congruence and incongruence on course satisfaction among science students. Among science students classified by VPI personality type, it was predicted that the congruent group (intellectual) would score higher than the incongruent groups on the Course Satisfaction Opinionnaire.

Results of a one-way analysis of variance indicated that the congruent group scored higher, but not significantly higher, than the incongruent groups, thus providing only directional support for Holland's theory.

Effects of congruence and incongruence on course satisfaction among students in artistic environments. Among Culture and Christianity students classified by VPI personality type, it was predicted that the congruent (assumed to be artistic) group would score higher on the Course Satisfaction Opinionnaire than the incongruent groups.

Results of a one-way analysis of variance indicated that the incongruent group scored higher than the congruent group, although not significantly higher. The theory was not supported.

Conclusion

The findings of this study indicated moderate support for Holland's theory in the area of academic achievement within the intellectual environment, but not within the artistic environment. Within the area of course satisfaction, directional support was indicated for the intellectual environment, but not for the artistic. The artistic environmental definition was suspected to be inaccurate in this study.

Order No. 73-16,463, 98 pages.

AN ANALYSIS OF CERTAIN PERSONALITY TRAITS AND CERTAIN SOCIOECONOMIC FACTORS ASSOCIATED WITH ADULT CAREER CHANGE AFTER AGE THIRTY-ONE

Kathleen M. BYRNE, Ph.D.
Wayne State University, 1973

Adviser: Nancy K. Schlossberg

The purpose of this study was to investigate the relationship of career change of adults aged 31 or older to the demographic factors of sex, marital status, number of children, income and the personality traits of flexibility, independent achievement and interpersonal attitudes.

A questionnaire was constructed, pilot tested and used to obtain the answers to the demographic factors. Three scales from the California Psychological Inventory (CPI) were used to test the personality traits. Permission was granted by the publishers of the CPI for the use of the three scales in a limited number. The three scales used were the achievement via independence scale, the psychological-mindedness scale, and the flexibility scale. These three scales were selected as those testing the personality characteristics most pertinent to career change since they would measure a lack of rigidity, independence which resulted in achievement, and attitudes in interpersonal relations which would show an insight into the needs, motives and experiences of others. Holland's Psychological Classification of Vocations was used to determine movement within the categories of occupations.

The data was analyzed to test the reasonableness of eight hypotheses. An analysis of variance was used to determine the significance of the personality traits to career change. The significance level obtained was higher than the .05 risk level for each of the investigated psychological traits, indicating that these traits were not significant in career change. However, the difference between the significance level and risk level was sufficiently small that it would indicate a tendency toward significance and further research.

The relationship of marital status to career change could not be tested because of an insufficient number of single subjects. Chi-square tests were used to determine the significance of the number of children and of income to career change. These two factors did not show a significant relationship to career change. Chi-square tests were also used to determine the significance of sex and age to career change. Both sex and age showed a significant level of change. Men reported more drastic changes than women. The over forty group of men and women showed a significant level of change. This could indicate achievement within the present career.

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This study was limited to graduate students, all professionals, in the College of Education. It appears that a study of an entire graduate population aged 31 and older in all colleges within a university would be a worthwhile project.

Eighty-one per cent of the 101 subjects reported career changes to date. This seems to indicate that more adequate career guidance may be needed. Research shows the effectiveness of career guidance beginning in the elementary grades. The present research also indicated a need for higher education to consider the appropriateness of curriculum to the age of the student since 50 per cent of the students in this study were aged 31 and older. Other recommendations are provided.

Order No. 74-11,087, 108 pages.

AN ANALYSIS OF THE CHANGES IN CAREER EXPLORATION, SCHOOL SATISFACTION, AND VOCATIONAL MATURITY EFFECTED BY INDIVIDUAL, SMALL AND LARGE GROUP COUNSELING

Carol Anne CHRISTEN, Ph.D.
Purdue University, 1972

Major Professor: Bruce Shertzer

The major purpose of this study was to determine whether short term counseling and informational modes, given in individual and group settings, could effect change in school satisfaction, vocational maturity, and career exploration. Subjects for the study were high school sophomores enrolled in a parochial school. All sophomores (N=110) were administered the Student Opinion Poll (SOP). Thirty students who scored highest (most satisfied) and 30 students who scored lowest (least satisfied) were selected as participants for the study. From the group of 60, 15 were randomly selected from the most satisfied and 15 from the least satisfied. These 30 students served as the experimental group. The remaining 30 students were the control group.

To determine whether significant differences existed between the experimental and control group, each group was administered the Vocational Development Inventory (VDI) and an Inventory of Career Exploratory Behaviors in addition to the SOP. These instruments were given in a pre-, post-, and delayed post-design. The experimental group was given the following treatment: each student received an individual interpretation of his scores on the SRA High School Placement Test, Ohio Vocational Interest Survey, and the Work Value Inventory; all 30 students met in three group sessions and were given a general overview of the world of work in the next decade; four small groups of six to nine members met and discussed self, work, and sources of work information. Eighteen null hypotheses concerning school, vocational maturity, and career exploratory behaviors were formulated. An analysis of variance was conducted to determine differences between the groups.

A significant finding of this study was that vocational maturity of females seem to be effected by presenting them with information concerning the labor market and themselves. School satisfaction scores do not seem to be significantly effected in short term counseling programs utilizing techniques which deal with vocational information. Measured vocational maturity scores of males do not seem to be effected by presentation of materials dealing with the future work world and themselves. The number of career exploratory behaviors engaged in by students decreased over time. In this study, the sophomore student depended heavily upon his family and friends for career information and less upon school personnel. Magazines and pamphlets were the most widely used source of printed information and television was the most widely used source of visual aid about occupational information.

Based upon the findings of this study, it was recommended that other studies using short term approaches to career information be conducted. It would seem also advantageous to lengthen the time subjects spend in treatment activities.

Order No. 73-15,786, 114 pages.

AN ASSESSMENT OF SELECTED VARIABLES IN THE SELECTION OF STUDENTS FOR SECONDARY AREA VOCATIONAL PROGRAMS

Charles G CLARK, Ph.D.
Michigan State University, 1972

The purpose of this study was to improve the process of selecting students for participation in secondary area vocational programs through the identification of predictive variables.

The need for the study was emphasized by pointing out the increasing pressures on public education to play a viable role in manpower development. Occupational preparation options are increasing on the secondary level without students having career plans or an adequate background for decision making.

It was theorized that decision making can and should take place at an early age and that measured interests, measured aptitudes and previous grade point averages are of value for career decision making.

The literature reviewed showed a trend toward increased use of testing in career planning at the secondary level. There seemed to be agreement that measured interests, measured aptitudes, and achievement are basic psychological components of the guidance and counseling process. The lack of a process model dealing with the application of testing data was noted. No studies were found that attempted to improve the process of selecting students for participation in secondary area vocational programs through the identification of predictor variables.

A sample of 427 juniors geographically representing Genesee County and now attending the Genesee Area Skill Center was identified. The following five hypotheses were developed in null form to examine the relative value of Ohio Vocational Interest Survey measured interest, Vocational Planning Inventory measured aptitude and previous grade point average in the prediction of success in area vocational programs:

Hypothesis 1: There is no relationship between interests measured with the Ohio Vocational Interest Survey (O.V.I.S.) and grades received in Skill Center courses.

Hypothesis 2: There is no relationship between grades predicted by the Vocational Planning Inventory (V.P.I.) and grades received in Skill Center courses.

Hypothesis 3: There is no relationship between junior high school grade point average (G.P.A.) and grades received in Skill Center courses.

Hypothesis 4: There is no relationship between measured interest and measured aptitude as measured by the O.V.I.S. and the V.P.I.

Hypothesis 5: A combination of O.V.I.S. measured interest, V.P.I. measured aptitude, and previous grade point average will not predict grades in Skill Center courses at a higher level of significance than any of these indicators taken singly.

The Pearson Product-Moment was used to compute coefficients of correlation necessary for testing hypotheses one through four. Least Squares multiple regression was used to compute the multiple regression coefficients necessary for testing hypothesis five.

Conclusions

Selected O.V.I.S. scale scores, V.P.I. grade predictions, and junior high grade point averages were found to be of value in the prediction of success in some occupational areas. High intercorrelations of variables in some occupational areas tended to reduce the differential predictive value of those variables. Variables which were found to be predictive were generally not predictive in the predetermined relationship patterns identified by counselors and test makers. It was concluded that the interpretation of test results as specified in the tests under consideration in counseling could be worse than having no test data at all.

It was shown that predictive variables when used in combination in a multiple regression equation are of more predictive value than any of the variables taken singly.

Recommendations

Based on the results of this study and conclusions reached it was recommended that an experimental systematized career planning process model be developed and implemented on a trial basis. In this model the handling and interpretation of social facts should be assigned to counselors and the handling and interpretation of psychological facts should be assigned to objective and accountable computer programs. The investment in test materials and processing is far too great to trust to casual interpretations by counselors.

It would be possible for a computer program to allow the inputs from a very large assortment of psychological facts about an individual, match these inputs against established criteria and produce a variety of career plans. Students then, with the assistance of their counselors, could select or deviate from those plans based on social facts brought out by the counselor. Order No. 73-5346, 140 pages.

CAREER ANALYSIS AND INTENSIVE CAREER PLANNING LEARNING PROGRAM FOR HOSPITALIZED ADOLESCENTS

Vijay SHARMA, Ph.D.
University of Oregon, 1971

Adviser: Dr. Martin H. Acker

The major purpose of the study was to explore and describe the viability and effectiveness of a career analysis and intensive career planning learning program designed for hospitalized adolescents.

The main argument for the study was that in the increasingly complex occupational world, the developing yet disturbed adolescent should be provided with career counseling experiences to help define life direction and vocational identity. Further, he should be provided with the active participation and personally relevant career counseling experiences to achieve the following objectives: 1. To help him learn about himself in relation to the world of work. 2. To help him learn about the world of work and how it affects an individual like him. 3. To help him learn about the process of making various career choices based upon that knowledge.

With the above objectives, four hospitalized adolescents (two who were 15 and two who were 18 years of age) were selected to participate in the intensive Career Planning Learning Program (CPLP). A small discussion group procedure was used to expose the Ss to the various learning experiences. After the period of four weeks the pre and post performances of these four Ss were compared on the following instruments: 1. Gribbons and Lohns (1969) Readiness for Career Planning (RCP) interview schedule. 2. Acker and Associates' Occupational Orientation Survey (OOS-II) and Choice-patterns. In addition, their performances were also compared with the fifth subject who did not participate in the CPL program. However, before the program started all Ss were provided with the interpretation of their test results individually through traditional vocational counseling.

The impact of the CPL program was also studied through the researcher's anecdotal reports, observations of the significant others, and the four Ss' personal evaluation of the program.

It was expected that those Ss who would participate in the CPL program would score substantially higher RCP scores than they did before the program. It was also expected that their scores would be higher than the score of the fifth S. The results confirmed the expectation. On the OOS-II, all the Ss were expected to be in the exploratory stage (as described by Ginzberg, and Super) of vocational development due to their age and socialization. This expectation was not realized, as the career plans of these Ss were mainly determined by their fantasies. There were no age differences in their career plans. Further, some of the Ss had many positive choices as possibilities for themselves, while other had a very limited range of choices with vague reasons for their selection. But after the program, the four Ss displayed moderately definite career plans with fairly realistic orientations indicating more self-awareness and increased occupational information. There was greater increase in the number of negative choices for those CPLP Ss who initially had many positive choices. The reverse happened in those CPLP Ss who had very limited positive choices. Further, they gave fairly specific reasons for doing so. There were no similar trends observed in the performance of the fifth subject. He was as uncommitted and vague about his career plan and choices as before.

The subjective observations and evaluations also supported the above changed orientations and increased readiness in the career planning displayed by the four Ss who participated in the CPL program.

It was concluded that the results supported the effectiveness of the Career Planning Learning Program for the hospitalized adolescents. Although the results were only applicable to these Ss, it was recommended that the counseling psychologist should increasingly provide intensive career counseling experiences to his clients through their active participation and personal involvement. The recommendation was also made for extensive future research on the career choices and orientations of other than normal adolescents such as the hospitalized, juvenile delinquents, drug-users, and drop-outs, using the intensive Career Planning Learning Program as developed for this study.
Order No. 72-14,759, 218 pages.

CAREER COUNSELING FOR COLLEGE WOMEN: A NEW APPROACH

Susan Friedman KLARREICH, Ph.D.
Case Western Reserve University, 1973

In this period when occupational options for women are expanding and women are being encouraged to develop their fullest potential, there is a need for counseling techniques which deal specifically with these current female career implications. This study applies such techniques to one segment of the female population, i.e., career-oriented undergraduates. A series of four techniques has been especially designed to broaden awareness of possible career opportunities, encourage self-understanding, and sharpen decision-making in career-related areas.

These techniques are: (1) The Male Form of the Strong Vocational Interest Blank in addition to the Female Form. (2) Occupational Values Profile--A specially designed values checklist. (3) Focus on the Future--Five specially designed pictures with accompanying questions. (4) Group Session--Five strategies devised for exploration of female career implications in a group setting.

The techniques were evaluated as a partial and as a total series. Responses on a specially devised Career Questionnaire administered twice (prior to administration of the techniques and following administration of all or part of the series) were analyzed. This analysis was the basis for a formative evaluation. The formative evaluation fully supported administering all four techniques as a series and partially supported partial administration of the series.
Order No. 74-10,797, 98 pages.

CAREER COUNSELING WITH THE MATURE WOMAN

Malcolm Douglas RAY, Ph.D.
University of Oregon, 1972

Adviser: Susan Gilmore

Ongoing social movements have once again illuminated the changing roles of women in late twentieth century American society. The emerging

modal role appears to be the sequential combining of a true career with the more traditional wife and mother roles. This is a new life style for American women. It is unlike any of the common past styles such as the farm wife of the turn of the century, the "career girl" of the 1920's and '30's, the defense worker of the 1940's, or the educated "homemaker" of the 1950's and early '60's. The changes appear to be the result of several factors, including 1) increased life span, 2) reduction in the economic value of the wife-housekeeper role, 3) increased education of women generally, 4) reawakened concern for women's rights, 5) changes in the family structure which have resulted in the birth of children early in a woman's life span, thus leaving her free of maternal responsibilities by her late thirties or early forties, and 6) increased equality between husband and wife. Chapter Two contains a short history and discussion of these changes with the emphasis on the last thirty years. There is also a limited survey of the literature pertaining to changes in women's roles.

Both formal and informal education methods have failed to keep pace with the rapid social changes with the result that mature women are finding themselves ill-prepared to do the life planning and career decision-making which they now have the opportunity to do. This dissertation undertakes 1) to present a typology for understanding mature women who seek career counseling and 2) to describe an effective process of career counseling with mature women.

In Chapter Three four types of mature women who seek counseling are identified and discussed, namely, 1) the expert housewife, 2) the non-housewife, 3) the career seeker, and 4) the economic necessity worker. The special counseling needs of women in each category are discussed; appropriate counseling techniques are presented. Generalized techniques for use in career counseling are also discussed at length, including data gathering and organization, the decision-making process, and the proper use of vocational tests and employment statistics. This latter discussion is organized around the following topics: a) commonly used justifications for seeking counseling, b) common situational factors, c) common internal, personal factors, and d) common societal factors which cause women to seek career counseling.

Chapter Four contains four case studies, one for each of the types noted above; each is presented and then discussed in light of the career counseling techniques described.

Chapter Five contains recommendations for future study of career counseling with mature women.

Order No. 72-20,926, 150 pages.

A COGNITIVE STYLE APPROACH TO THE RECONCEPTUALIZATION OF A CURRICULUM FOR VOCATIONAL GUIDANCE AND COUNSELING

James Richard GURAL, Ed.D.
Wayne State University, 1972

Adviser: Dr. Morrell Clute

The purpose of the study was to propose a conceptual framework and an attendant curriculum for the field of vocational guidance and counseling based on selected elements taken from the educational science of cognitive style. A conceptual framework for education called "The Educational Sciences" has been developed and is currently being employed at Oakland Community College, Oakland County, Michigan.

In the belief that theories affecting vocational guidance and counseling do have process implications, this study was concerned with the relationships of those aspects of vocational counseling commonly called "occupational exploration," or "matching" man and job. The study focused on those vocational counseling processes by which the individual and the represented world of work are more or less deliberately, directly, and systematically brought together in the counseling relationship. The study was not designed to suggest that counselors abandon affective elements in vocational counseling. However, in recent years there has been such a concentration on affective elements that a researched understanding of cognitive approaches has been neglected.

The hypothesis-generating nature of the study indicated that general questions concerning the problem were more in order than were the testing of hypotheses regarding it. The five principle questions to be answered by the study were: 1. What are the basic elements of the educational science of cognitive style? 2. How can these elements be employed to create a taxonomic structure of a given occupation or vocation? 3. How can taxonomic structures for the relatively well known vocations and occupations be determined? 4. Can a curriculum for vocational guidance and counseling be conceptualized as a system composed of elements of cognitive style of the counselee and the taxonomic structures of the vocations or occupations in which he may be interested? 5. How can this curriculum educate the counselor to use the "cognitive style" of an individual and the taxonomic structure of a vocation or occupation in the counseling process?

Because of the nature of the study the instrumentalities and the procedures of data collection were limited in number and employed with relatively little difficulty. One aspect of data collection was effected by means of a library research technique, and, as such did not include the need for data gathering instruments. The information gathered from student files was based upon a documentary analysis of the information included within them, and a description of incidents considered pertinent to the purpose of the study. The study required but one type of instrumentality, and that was the technique known as "interviewing." Rummel's principles for conducting interviews were employed with both counselors and students.

The analytical techniques employed to analyze the data were: (1) content analysis, (2) critical incidents, and (3) case study research. Based on an analysis of the data and the findings of the study the following principle conclusions were reached:

1. Career development can be viewed as an educational process. In this context, vocational decision-making can be viewed as an educational task, and therefore, the utilization of an educational cognitive style approach to vocational counseling can provide the means by which students can be assisted in accomplishing more realistically their eventual vocational decisions.

2. The application of the educational science of cognitive style makes it possible to develop a taxonomic structure of "occupational cognitive styles."

3. Inclusion of course work in the educational sciences in counselor education curricula would accomplish two purposes: educate the counselor to use the cognitive style of an individual and the taxonomic structure of an occupation based on selected elements of cognitive style, and assist counselors in the determination of their own counseling style.

Order No. 73-12,522, 222 pages

A COMPARISON OF STRUCTURED AND NONSTRUCTURED GROUP AND INDIVIDUAL VOCATIONAL COUNSELING USING CLIENT SATISFACTION AND AN INDIVIDUALIZED MEASURE OF COUNSELING EFFECTIVENESS

PINKNEY, James William, Ph.D.
The University of Iowa, 1973

Supervisors: Assist. Prof. Robert R. Kurtz
Assoc. Prof. Robert F. Stahmann

The present investigation compared styles (structured and nonstructured) and formats (group and individual) of vocational counseling. The four treatments investigated were structured group, structured individual, nonstructured group, and nonstructured individual vocational counseling.

The Ss were 52 self-declared vocational clients who requested service at the University Counseling Service. Four counselors conducted the counseling: two performed the structured treatments, and the other two performed the nonstructured treatments. Counselors were chosen on the basis of willingness to participate and a self-selected personal style of counseling which agreed with one of the two styles of the present study, and no attempt was made to alter their styles. The design was a 2 x 2 factorial (Format x Style) with counselors nested under style.

A secondary purpose of the study was the use of a different methodology for assessing vocational counseling. The Methodology involved having clients take the Vocational Problem

Checklist prior to counseling, statistically defining each client's vocational problems as more expressed concern for a problem statement than 90% of a sample of non-counseled students, and having each client make forced choices on pairwise presentations of problems, improvement, and recovery statements based on his pre-counseling problems. A score was thus obtained for vocational problem status following counseling. Pre-post change in expressed concern was also used, and the Counseling Services Assessment Blank, a measure of client satisfaction, was included.

For client satisfaction, structured vocational counseling produced more client satisfaction than nonstructured vocational counseling, and structured individual counseling produced more satisfaction than nonstructured individual vocational counseling. For counseling effectiveness in terms of total change in expressed concern, clients in the group treatments had more change in expressed concern than did the clients in the individual treatments, and the structured group treatment produced more change than did the structured individual treatment. An analysis of the mean change per problem in expressed concern did not confirm the differences found with total change. No significant differences were found with the measure of mean vocational problem status score.

Possible explanations for the results were considered. Implications for vocational counseling and future research were discussed. Order No. 74-7419, 180 pages.

THE DEVELOPMENT AND APPLICATION OF A CURRICULUM BASED INFORMATION SYSTEM FOR CAREER GUIDANCE

David Wylie CLINESS, Ph.D.
The Ohio State University, 1973

Adviser: Professor James V. Wigtil

The Curriculum Based Information System for Career Guidance (CBIS) was developed as a component of the Career Development Program offered to Ohio Schools by the Division of Guidance and Testing, Ohio Department of Education. The main purpose of the total program is to assist students in developing competencies for making career choices and related educational plans. The difficulty with the Division's program is that there are no systematic provisions for students to review educational opportunities within their school as a part of exploring occupations. The purpose of this project was to develop and test an information system (CBIS) which was to be interrelated with the Career Development Program offered by the Division of Guidance and Testing.

The Development of CBIS was limited to batch processing forms of computer support. Also, computer facilities among Ohio schools were inadequate for analyzing computer statistical procedures.

CBIS was developed and applied in a Northeastern Ohio City School System with an enrollment of about 11,000 students. The experimental population contained the total grade eleven student population. These students were chosen because of the availability of their grade nine General Aptitude Test Battery (GATB) test data and course grades for grade ten elective courses.

The first phase in developing CBIS was to generate valid descriptive information about grade ten elective courses. A teacher survey was used to gain course information about the learning tasks to be performed in each course, prerequisites and knowledge requirements, clues for relating students to the course, and related courses. By design the survey information followed the format used to describe the 114 Worker Trait Groups (WTG) located in the Dictionary of Occupational Titles, Volume II. (DOT Vol. II.)

The second phase of the project was to assign each elective course to related WTGs so that students could: (1) assess courses from selected WTGs and (2) assess WTGs from a given elective course. The relationship between elective courses and WTGs was estimated subjectively by comparing the learning tasks to be performed in each elective course with given WTG content.

The final phase of developing CBIS used a set of five selection criteria or research procedures to estimate the important aptitudes of the GATB for selected elective courses. The task was to identify aptitudes related to success in given courses so that students could estimate their aptitude strengths and weaknesses for selected elective courses. The five selection criteria used to identify important aptitudes were: (1) a nigh mean for a given aptitude, (2) a low standard deviation, (3) a statistically significant chi-square value, (4) a statistically significant product moment correlation coefficient, and (5) subjective judgments made by a committee of teachers and counselors.

Teacher reactions to the development of CBIS generally tended toward rejection of the system and its intended use with students. Some teachers felt that if students were given the freedom to choose their courses then many worthwhile courses would be dropped from the curriculum because of low student enrollment. Also, the employment status of teachers who taught unpopular courses would be threatened.

Another finding indicated that students with average abilities could become successful in many of the elective courses studied. Success seemed more dependent upon what might be termed "willingness to learn" the subject matter.

Finally, an analysis of the statistical procedures used to identify important aptitudes for elective courses revealed serious limitations due to: (1) low class size and (2) an inadequate ratio of successful vs. non-successful students. The chi-square statistic was only applicable in about 50 percent of the courses studied. But, when chi-square was applicable it proved the most potent test for determining important aptitudes. The low-standard deviation criterion was the least effective. Order No. 74-10,932, 228 pages.

EDUCATION, GUIDANCE AND COUNSELING

A STUDY OF THE EFFECTS OF A CAREER PLANNING PROGRAM FOR COLLEGE WOMEN

Ellen Sherlock AMATEA, Ph.D.
The Florida State University, 1972

Major Professor: Harman D. Burck

The purpose of this study was to conceptualize and develop a short-term group career planning program for college women. A secondary purpose of the study was to evaluate the effects of the program by examining the program participants' career planning behavior prior to and following the completion of the program in terms of five specific dimensions: (1) level of knowledge about and derived from the career planning process, (2) attitudes regarding the career role and the implementation of such attitudes in their career plans, (3) understanding of the general nature of the career development process and implementation of that understanding in specific career planning, (4) level of career planning activity, and (5) expectations and attitudes about the career planning program. These five dimensions were assessed by means of pre- and post-test instruments constructed by the investigator for use in this study.

The career planning program was implemented during a three week period with a group of eight Florida State University women. This group of participants demonstrated a significant increase in level of knowledge about the career planning process and level of understanding about the general nature of the career development process following participation in the program. Participants' initial attitudes about the career role did not significantly change following participation

in the program as these attitudes had originally been extremely positive. Participants' level of career planning activity was not significantly altered by the program experience. Participants' initial attitudes and expectations about the program and their initial level of career choice specification appeared to determine the kinds of benefits they reported deriving from the program. Order No. 73-10,320, 208 pages.

EDUCATIONAL AND OCCUPATIONAL ACHIEVEMENTS OF RURAL YOUTH IN RELATION TO EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS—A FOLLOW-UP STUDY

Virginia Shaw GEURIN, Ph.D.
University of Arkansas, 1973

Major Professor: Franklin S. Williams

Several years ago the state of Arkansas began a concerted effort to adopt measures to facilitate economic growth. The needs of the state were described by the emergency clause in Act 404 of the 1955 Legislature establishing the Arkansas Industrial Development Commission which stated in brief that the state had an inadequate program for the agricultural and industrial development of the state and had been unable to provide for its inhabitants sufficient opportunities in agriculture and industry. Because of these deficiencies Arkansas was suffering losses of population and a decreasing standard of living for its inhabitants. An adequate program for the development of the state should be undertaken immediately to prevent further loss in population and to encourage industrial expansion.

The difficulty of preparing the labor force in low-income farm areas for non-farm employment has been compounded by the process of selective migration. At high levels of national employment, individuals with higher levels of aspiration and ability migrate to non-farm jobs. Those remaining on the farm might be expected to have relatively lower levels of aspiration or ability. It is generally accepted that training improves the capabilities of individuals and promotes economic development. However, specific programs are meaningful only if designed in relation to existing and desired levels of attainment. One finding of occupational aspiration studies of high school youths is the tendency to over-aspire in relation to the existing job market. This can be attributed to inadequate knowledge in many cases.

This study, a follow-up of a study done in 1965 on aspirations and capabilities of rural youth, provided a chance to look at longitudinal data for a particular group. The primary objective was to isolate the variables which contributed significantly to occupational attainment and occupational aspirations. Other objectives included measuring occupational aspirations and finding the variables involved in shifts of occupational aspirations, describing the sample in terms of income and educational achievements, and describing educational and occupational plans for the future.

As this was a longitudinal study, the sample consisted of 126 individuals who had participated in the 1965 study. They were located and asked to fill out a questionnaire. Three models were used for multiple-regression analysis. These models were:

Model 1 was designed to determine the relation of selected variables to occupational achievement as measured by North-Hatt Scores of jobs held by the subjects. Variables having the highest correlation with the dependent variable were General Intelligence, Reading Speed and Comprehension, Grade-Point Average, Residence outside of Arkansas (all preceding variables having a positive relationship with the dependent variable), and Being a member of the Negro race (a negative relationship).

Model 2 had as its dependent variable the change in the Occupational Aspiration Score between 1965 and 1971. Variables showing a significant relationship to this variable were Occupational Aspiration Score as measured in 1965 (an inverse relationship with the shift in Occupational Aspirations), Willing to move out of Arkansas to get the job and salary he wants, Has plans for technical training, and Has plans for college in the next five years (positive relationships).

Model 3 had as its dependent variable the difference in North-Hatt Scores of the job planned from the job held. The variables having to do with attitudes toward place of residence were positively related to the dependent variable. Prefers living in Arkansas and Considered looking for a job only in Arkansas had relatively high correlation with this variable. The other variables that were significant in this model were Perceives ability on his job to be above average and he Perceives that his job has opportunity for advancement (a negative relationship for the latter). Order No. 73-27,423, 261 pages.

THE EFFECT OF A FORMAL PROGRAM OF CAREER EXPLORATION ON THE VOCATIONAL MATURITY OF COLLEGE FRESHMEN

Leonard Dorsey JACKSON, Ed.D.
University of Georgia, 1971

Supervisor: Theodore K. Miller

The purpose of this study was to determine whether the introduction of a short-term program of career exploration into the lives of first quarter college freshmen would result in an increase in their vocational maturity. A review of related literature concentrated on the developmental concept and its application to the area of career development; the decision making processes and their place in a program of career exploration; and program development and the direction it is taking.

The treatment program of career exploration was a combination of group discussion sessions and a programmed unit of sequential study used by the students between sessions. The subjects were first quarter freshmen who volunteered to participate in such a program. They were randomly assigned to small groups of ten each. Subsequently, the groups were randomly assigned as either treatment or control groups. Members of the treatment groups participated in the treatment sessions while those assigned to the control groups received no treatment. Goldman's interactional model of content and process, and Gazda's concept of group guidance were used as guidelines in the group sessions.

The Solomon 4-Group design was the research design used. Two criterion measures were used to measure vocational maturity, the Vocational Development Inventory and the Vocational Maturity Scale. Salient variables were investigated. These included sex, socio-economic level, predicted grade-point average, and college subculture.

Eight null hypotheses were formulated and tested to determine the effectiveness of the program and the relationships between increased vocational maturity and the salient variables. All of the hypotheses were tenable and none could be rejected at the .05 level of probability. Although all hypotheses were tenable, positive movement was noted on both criterion measures, and the trend was toward greater vocational maturity after treatment.

A program evaluation instrument was administered to all treated subjects who took the posttest. This instrument reflected a positive attitude on the part of those who were treated, and an interest in the program's continuance and improvement was demonstrated.

Order No. 72-2498, 179 pages.

THE EFFECTS OF A DEVELOPMENTAL OUTREACH PROGRAM ON VOCATIONAL CHOICE PROCESSES

Donald Jackson COCHRAN, Ph.D.
The University of Arizona, 1972

Director: Gordon Harshman

The purpose of the current study was to measure the effects of a developmental-outreach program on vocational choice processes of selected college students.

A review of the counseling literature over the past ten to fifteen years shows that one of the emergent trends in college counseling services has been the implementation of outreach

programming. Although this trend has been widespread, there is little outcome research to support the extensive use of this approach. This lack of systematic research on the effects of outreach programming supplied the impetus for the study.

Since vocational-educational planning is an essential developmental concern to college undergraduates, variables related to this process were chosen for study. Four types of outcome variables were used: (1) stated vocational alternatives as measured by an occupational alternatives listing, (2) attitudes related to vocational maturity as measured by a modified form of Crite's Vocational Development Inventory, (3) self ratings on strengths related to vocational-educational planning as measured by a self evaluation listing, and (4) occupational information seeking as measured by a behavioral check list.

The population included all male volunteers in the thirteen residence halls at The University of Arizona. The population was contacted directly and indirectly by professional staff, by residence hall assistants, or by mail. From the resulting volunteers, sixty were randomly assigned to one of four groups. A Solomon four group experimental design was used.

The experimental treatment consisted of an eight hour workshop focusing on life planning which included a series of structured small group exercises. The administration of Holland's Self Directed Search, and discussion and readings on vocational development were also included in the treatment.

The hypotheses pertaining to vocational alternatives stated that workshop participants would manifest a greater number of occupational alternatives than would non-participants. Using a t test, this hypothesis was not upheld. It was noted, however, that the results were significant using a t test in the opposite direction. A tentative explanation for this result related to the level of development of the participants. The second hypothesis pertaining to vocational alternatives stated that participants would manifest greater changes toward congruency than would non-participants. This hypothesis was upheld using a Kolmogorov-Smirnov non-parametric analysis.

In the area of vocational attitudes, the main hypothesis stated that participants would manifest a greater degree of maturity on vocational attitudes than would non-participants. This hypothesis along with five other closely related sub-hypotheses were not upheld using analysis of variance. Possible explanations of the results included initial level of vocational development of the participants and unreliability of measurement. In the area of self attitudes the hypothesis stated that participants would manifest higher degrees of strength in self rating on vocational-educational competencies than would non-participants This hypothesis was not supported using a chi square analysis. The ambiguity of the instrument was discussed as a confounding factor in the results.

The final experimental hypothesis stated that participants would manifest a greater frequency of occupational information seeking than would non-participants. This hypothesis was upheld using analysis of variance.

From the evidence gathered in the study, it was concluded that the program had a significant effect on overt behaviors of the participants (occupational information seeking and vocational alternatives); however, there was apparently no effect on the covert behaviors (vocational attitudes and self ratings) of participants. It was further concluded that the evidence supported the use of outreach programming as an alternative to traditional vocational counseling. Recommendations included refinements of experimental design and the further implementation of outreach programming into other areas of developmental concern. Order No. 73-1147, 162 pages.

THE EFFECTS OF A VOCATIONAL EXPLORATION GROUP EXPERIENCE ON CONTROL EXPECTANCY, SELF-ESTEEM, AND VOCATIONAL MATURITY OF HIGH SCHOOL STUDENTS

Calvin William CROW, Ph.D.
Arizona State University, 1973

Chairman: Dr. J. Jeffries McWhirter

Statement of the Problem

This investigation was conducted to determine if participation in a Vocational Exploration Group (VEG) would have a positive effect on control expectancy, self-esteem, and vocational maturity of high school students.

Procedures

Three hundred eleventh and twelfth grade students, 150 from each class, were randomly selected from an urban high school in the West, then randomly assigned to one of three treatment group pools, from which subjects were selected. Group I was the experimental group, whose members participated in a VEG, a programmed group experience developed by Dr. Calvin J. Daane, Department of Counselor Education, Arizona State University. The program consists of 27 specific tasks which are completed over a three hour period and which are designed to increase job perceptions, to personalize the relationship between man and his work, and to help members pool job information. Each group consisted of five members and the researcher, who acted as leader. Group II was a placebo treatment control group to control for Hawthorne effect. Members participated in a one hour semi-structured group vocational counseling experience. Subjects were permitted to interact freely although the leader did provide some leads for the discussion. Each of these groups consisted of three to seven members and the investigator, who again acted as leader. Group III was a no-treatment control group.

Subjects were given a pretest a posttest immediately following treatment, and a delayed posttest approximately four months later. The criterion instrument was a combination of three scales: 1) the Rotter Internal-External Control Scale, 2) the Rosenberg Self-Esteem Scale, and 3) the Attitude Test of Crites' Vocational Development Inventory. During the investigation, the criterion instrument was referred to as the Personal Reaction Questionnaire. Data were analyzed using analysis of covariance with pretest scores used as the covariate. The significance level for the investigation was set at .05. Complete data were obtained and analyzed for 90 subjects, 30 from each treatment group.

Results

Analyses of the data did not reveal any significant differences among the three groups, on either posttest or delayed posttest mean scores, for any of the three criteria being considered. On the Internal-External Control Scale, there was a change in the predicted direction ($p < .15$). On the Self-Esteem Scale, subjects in both groups I and II showed changes in mean scores in the predicted direction ($p < .25$). Variances in all three groups increased to a considerable degree on the Internal-External variable, for both the posttest and delayed posttest. The variance for group III doubled from pretest to delayed posttest.

Conclusions

Participation in a Vocational Exploration Group did not result in significantly different mean scores among the three treatment groups on the variables which were measured, although there were some changes in the predicted direction. The noticeable increases in variances among all treatment groups on the Internal-External Control variable might have been due to practice effects of pretesting or to other extraneous events. Possibilities for this were discussed.

It was concluded that the VEG has the potential for effecting positive changes in a number of personality variables, and was recommended that further research with the model be conducted at the high school level. It was further recommended that attempts be made to isolate those personality variables which

are most strongly affected by a VEG experience. It was also suggested that the VEG be incorporated into a regular high school program of career development to determine its impact when not treated as a "special" program, and also to assess its effect on students of varying interests, abilities, and grade levels. Order No. 73-385, 178 pages.

EFFECTS OF AN INTRODUCTION TO VOCATIONS COURSE ON THE VOCATIONAL DEVELOPMENT OF NINTH GRADE STUDENTS

Donald James TOSH, Ed.D.
Lehigh University, 1971

The purpose of this study was to determine the effects, if any, of a state-sponsored Introduction to Vocations course on the vocational development of ninth grade students in the areas of occupational knowledge, vocational attitudes and career development knowledge. In addition, a follow-up study of 100 high school graduates who experienced the course in 1965 and 100 high school graduates who did not experience the course in 1965 was conducted to determine job satisfaction.

In October of 1969, 469 ninth grade students were selected to test the hypotheses set forth by the investigator. The hypotheses were:

1. Those students enrolled in the Introduction to Vocations course would have more occupational knowledge than those students not enrolled in the course.
2. Those students enrolled in the Introduction to Vocations course would have a more vocationally mature attitude than those students not enrolled in the course.
3. Those students enrolled in the Introduction to Vocations course would have more knowledge and understanding of the career development process than those students not enrolled in the course.
4. Those high school graduates who experienced the Introduction to Vocations course are more satisfied with their jobs than the high school graduates who did not experience the course.

The experimental group consisted of 231 ninth grade students and the control group was comprised of 238 ninth grade students selected on the basis of age, grade level, and the range of normal intelligence (90-110). All subjects were pretested and posttested with the following tests: *The Test of Occupational Knowledge, Attitude Scale, Form IV,* of the *Vocational Development Inventory* and the *Guidance Inquiry Test.* The *Job Satisfaction Blank #5* was used to gather the data in the follow-up study.

The data collected were processed by the statistical technique of analysis of covariance. Each of the three posttest measures was analyzed with the pretest scores and intelligence scores as the covariates. The chi square test was used to test for significance in the follow-up study to determine job satisfaction.

The means for the control group of the three posttests (i.e., occupational knowledge, vocational attitudes and career development knowledge) when adjusted for respective pretest and intelligence scores were slightly higher than the means for the experimental group given comparable adjustments. However, examination of the unadjusted pretest means and the unadjusted posttest means revealed that the experimental group had a slightly higher gain in its unadjusted means than did the control group. It would appear that the course may be having some positive effects even though there were no significant differences found in the analysis of covariance using the intelligence scores and pretest scores as the covariates and the posttest scores as the dependent variable. Also, the high school graduates who experienced the course in 1965 were no more satisfied with their jobs than the high school graduates who did not experience the course. In addition, the findings of the follow-up study of the high school graduates revealed a definite similarity between the two groups of graduates in the number of college credits earned while employed full-time, their employment record, income earned, and definiteness of career choice and job stability.

The results obtained in this study indicate that in the areas of occupational knowledge, vocational attitude, and career development knowledge, the presumed increased benefits do not appear to be forthcoming under present conditions. Several possible explanations exist: it may be that the scope of the study was not broad enough or that there are distinct benefits that accrued to the students other than those upon which this study focused, attitudes and preparation of the professional staff may also be heavily reflected in the results obtained. However, these possible explanations do not alter the fact that the specific benefits investigated in this study did not emerge and that the hypotheses, consequently, were not sustained.
Order No. 72-9313, 88 pages.

EFFECTS OF FEMALE CAREER ROLE MODELS ON OCCUPATIONAL ASPIRATIONS, ATTITUDE, AND PERSONALITIES OF HIGH SCHOOL SENIORS

Sharon Kay POPE, Ph.D.
University of Missouri - Columbia, 1971

Supervisor: Frank E. Weliman

Purpose

The purpose of this study was to assess empirically the effect of female career role models on high school seniors. The effect of three treatment methods were studied using the dependent variables of (1) level of occupational aspiration, (2) attitudes regarding women and the world of work and, (3) personality variables.

Method

The subjects for this study were drawn from the senior class of Raytown South High School in Raytown, Missouri. The subjects were assigned to experimental treatment groups on the basis of study hall assignment and scores on the Ohio State Psychological Examination. One group (C) received no treatment but was administered the three testing instruments on a pre and post-test basis. A second group (T1) participated in six structured discussion and role playing sessions based on their perceptions of their lives ten years in the future. Another group (T2) viewed six, thirty-minute video-taped interviews of career women followed by a twenty-minute discussion of the tapes. A final group (T3) viewed five video-taped thirty-minute interviews of career women and an additional tape of one of the husbands of the female role models.

The subjects in all groups were pre- and post-tested on three instruments. Level of occupational aspiration was measured by the Type of Job Questionnaire (TOJ). Attitudes toward women and the world of work were measured by the World of Work Scale (WOW). Personality variables were measured by the Edwards Personal Preference Schedule (EPPS). A two-way analysis of variance among the four groups were computed for all mean gain scores for the questions on the TOJ and for the scales on the WOW and EPPS by treatment and sex. Where significant F-ratios were found for treatment, sex or interaction, the Duncan's New Multiple Range Test was completed on all ordered pairs of means.

Results

The principal significant results were:

1. The subjects in T2 showed a significantly greater gain in short term realistic level of occupational aspiration than those subjects in T1 and C.
2. The subjects in T3 showed a significantly greater gain in short term idealistic level of occupational aspiration than the subjects in the other three groups.
3. The only attitude toward women and the world of work effected by the treatment was that of role security. T2 gained significantly more than T1.
4. There was a significant treatment effect on only one scale of the EPPS-intraception. Group T1 gained significantly more than Group T2 on the EPPS-intraception scale.

Conclusions

The following conclusions may be drawn from the results of this study:

1. The stated level of short term realistic vocational aspiration can be increased when students are exposed to viewings of female role models who discuss their occupations and the role of women.
2. The stated level of short term idealistic vocational aspiration can be increased when students are exposed to viewings of female role models and one male model who discuss their occupations and the role of women.
3. Attitudes toward women's roles and the world of work are not effected by role model treatment except in the case of the attitudes toward the role security of women with reference to the world of work.
4. Exposure to career role models has a negligible effect on the personality characteristics of high school seniors.

Order No. 72-10,648, 163 pages.

THE EFFECTS OF FEMALE ROLE MODELS ON OCCUPATIONAL EXPLORATION AND ATTITUDES OF ADOLESCENTS

DODSON, Elizabeth Archer, Ph.D.
Michigan State University, 1973

This study investigated the comparative effects of three types of vocational materials on eleventh- and twelfth-grade students. Three treatment booklets were designed, one using single career female models, one using dual career female models, and one using standard occupational materials. Single career model refers, in this study, to a female model pursuing a career in the labor market, but not fulfilling the responsibilities of a mother and homemaker. Dual career model refers to a female model pursuing a career in the labor market while concurrently serving as a homemaker and mother.

Each booklet contained five occupational briefs covering the fields of personnel, dentistry, drafting, engineering, and machining. Using photographs and written autobiographical material, the single career booklet described how each of five models chose her occupation and the satisfactions she finds in it. The dual career booklet described how each model chose her occupation and her experience in combining home, family, and career. Both booklets also described the occupations under consideration using material from the Occupational Outlook Handbook. More lengthy excerpts from this volume were used for the standard occupational materials booklet. An active control booklet was also used. It contained two articles on the labor force from which all references to sex of worker or specific occupations had been deleted.

Three criterion measures were used to test effects of the experimental treatment booklets: atypicality of occupational choice, for women, or atypicality of future wife's occupation, for men; a test of career salience (likelihood of combining homemaking and labor force participation) or a test of future wife's career salience, and, finally, a measure of occupational exploration defined by sending a post card to an address provided with the treatment booklets.

The hypotheses concerning females predicted that female role models, and especially dual career female models, would be more effective for increasing the atypicality of occupational choice, career salience, and occupational exploration of eleventh and twelfth-grade girls than standard occupational materials. Two hypotheses concerning males proposed that exposure to female role models could affect the attitudes toward future wife's career of high school males. The final hypothesis concerning males predicted that exposure to standard occupational materials containing male models would be most effective in encouraging high school males to engage in occupational information-seeking behavior.

The treatments were administered to eleventh- and twelfth-grade social studies students at New Berlin High School, New Berlin, Wisconsin.

Multivariate analyses of covariance using planned comparisons were used to test for significant differences. Univariate analyses were included within the multivariate analyses. Answers to a six-question pretest were used as the covariate. No significant differences were found among groups for either males or females at the chosen alpha level of .05.

The failure to support the hypotheses stated in this exploratory study suggests that several more specific background investigations need to be done before another investigation of this breadth is attempted. Questions need to be answered concerning the most useful media for presenting vocational information to high school students; characteristics of models most powerful with high school students; ways to use most effectively the dependent variables of career choice, career salience, and pre-addressed post cards; and alternative strategies for broadening girls' occupational exploration.

Order No. 74-13,887, 140 pages.

THE EFFECTS OF GROUP EXPERIENCES ON THE PERSONAL-VOCATIONAL DEVELOPMENT OF VOCATIONALLY UNDECIDED COLLEGE STUDENTS

Jeffery Dana SHERRILL, Ph.D.
University of Illinois at Urbana-Champaign, 1972

Counseling psychologists have not developed a positive practical theoretical framework for the facilitation of educational-vocational development beyond the high school years. Vocational development is increasingly recognized as a process that does not stop at the age of eighteen, but continues throughout life. Many college students need aid in establishing vocational confidence, flexibility, and direction. Counseling psychologists have generally attempted to apply inappropriate clinical theories to a small minority of the students needing help. The resulting need for academic advising and vocational counseling has been filled by other concerned professionals who operate without reference to psychological theory. The purpose of this study was to begin work on a positive practical theory of vocational development; something that would provide academic advisors and vocational counselors with a reference point in their everyday work.

Forty-eight vocationally undecided students were randomly assigned to one of six encounter groups intended to accelerate their personal development. The groups were organized under a university course, Educational Psychology 199, and the students received two hours of credit graded satisfactory or unsatisfactory. The encounter group models of Rogers (1970) and Egan (1970) were used as guides for this study.

The groups were divided into three treatments with two groups per treatment. In treatment A the groups met for four hours per week over a period of eight weeks during the first half of the semester. In treatment B the groups met for four hours per week during the second half of the semester. In treatment C the groups met for two hours per week over the entire semester. Each treatment involved thirty-two hours of group experience.

A comparison control group consisted of a random sample of General Curriculum students who were asked by letter to aid the researcher in a study of personal growth in college students. They were offered $2.00 or an interpretation of the tests they took as a reward for their services. They were tested at the beginning and the end of the semester.

The groups were measured on two personal growth variables and two vocational growth variables at the beginning, middle, and end of the semester. The four variables and the four instruments used to measure them were: self-esteem (Tennessee Self-Concept Scale, Fitts, 1965); self-actualization (Personal Orientation Inventory, Shostrom, 1968); vocational certainty (Vocational Certainty Scale, Sherrill, 1972); vocational maturity (Adult Vocational Maturity Inventory, Sheppard, 1971).

Repeated measures analysis of variance was performed on the experimental group as a whole and on each of the individual treatments. Considered without respect to treatments, the experimental group's scores indicated a significant increase in self-actualization and a significant decrease in vocational maturity. When compared to the comparison control group, however, there were no significant differences at testing occasion I or testing occasion III on any of the four target variables. Both the control and experimental groups moved in very similar directions during the treatment period.

The correlations computed between change in personal growth variables and change in vocational growth variables were generally not significant. In the total experimental sample no significant correlations were obtained, although the correlation between change in vocational certainty and the change in self-actualization approached significance. Significant correlations between change in vocational certainty and change in self-actualization were also obtained in one of the experimental groups and in the male segment of the experimental population. Order No. 73-17,413, 113 pages.

THE EFFECTS OF MOBILE ASSISTED CAREER EXPLORATION ON THE CAREER DEVELOPMENT OF RURAL NINTH GRADE STUDENTS

CHARLTON, Robert Eldred, Ph.D.
Utah State University, 1973

Major Professor: Dr. Michael Bertoch

The Problem: This study investigated whether or not a structured career development program, using a mobile guidance unit and operating on a limited time schedule, could provide a feasible means for facilitating the career development of ninth grade students in the rural school setting.

Project MACE: MACE stands for "Mobile Assisted Career Exploration." Project MACE was a study developed by the research office of the Utah State Board of Education and conducted by Utah State University. The study used ninth grade students in sixteen selected rural Utah high schools and in two rural Southeastern Idaho schools.

Design of Research: The specific objectives of the study were measured in the form of the following null hypotheses: 1. There is no significant difference between experimental and control groups in terms of career attitudes as measured by the Vocational Development Inventory Attitude Scale. 2. There is no significant difference between experimental and control groups in terms of career values as measured by the Occupational Values Inventory. 3. There is no significant difference between experimental and control groups pre- and post-test estimates of their aptitudes and interests as measured by the Self Ranking Inventory of Aptitudes and Interests. Since this study is an evaluation of an educational program still in some state of development, it is a formative evaluation. The format for the study is a research and development model rather than a true experimental design.

Population: Project MACE selected those schools which were considered representative of rural Utah high schools. It was decided that project MACE could accommodate about one thousand students during the school year. Sixteen schools were selected for the study. In addition, two schools in Southeastern Idaho were chosen as a control population.

Observational Design: Three objective tests were given on a pre- and post-test basis to all of the students included in Project MACE. In addition, subjective data were gathered through student, parent and faculty questionnaires.

Program: The treatment program was designed to give each student an opportunity to evaluate and discuss his aptitudes and interests. The student was then assisted in relating this information to various occupations and training possibilities. Each student learned how to use occupational information sources and was encouraged to investigate several occupations of his choice. All students were involved in group and individual counseling, including a joint session with their parents. The major focus of the counseling sessions was to assist students in making tentative career choices which were realistic and obtainable for them. To carry out the program, a counselor and occupational instructor were employed.

Conclusions: Hypotheses one and three were both rejected as the data revealed differences at a statistically significant level. Career attitudes and knowledge of aptitudes and interests were positively influenced by the experimental program. Hypothesis two, concerning career values, was accepted for the values of salary, security and demand, and rejected for the values of prestige, interest and satisfaction. Sex differences were noted on all the evaluation instruments.

Recommendations: The treatment program should be continued in schools needing the service on a continuous basis. Several possible avenues for future research were suggested. Among the more important were: (1) a replication of this study using urban schools and comparing the treatment conducted in a mobile facility versus the same program in a class room setting; (2) a study of the independent teaching variables to determine which are most effective; and (3) a study to determine the long range implications of the treatment.

Order No. 74-13,206. 119 pages.

EFFECTS OF MODEL-REINFORCEMENT COUNSELING UNDER VARYING LEVELS OF SITUATIONAL DEMAND ON VOCATIONAL DECISION-MAKING

Lawrence Joseph SCHNEIDER, Ph.D.
Southern Illinois University, 1972

Major Professor: Vincent A. Harren

Many college students frequent campus counseling centers seeking help with educational-vocational concerns and indecision. These students typically want to know what major or occupation they are best suited for. Traditionally vocational theory has conceptualized these problems in a trait-factor framework but more recently theorists have become increasingly interested in decision-making strategies and developmental conceptualizations. This latter view considers vocational development as a series of choice-points and requires the individual to make relevant decisions within the framework of the social system. As a person approaches a vocational choice-point, it is thought that the social expectancy or situational demand for a decision would have a bearing on his decision-making processes. A college student's selection of a major field of concentration is included by many vocational theorists as one of these developmental choice-points.

The present investigation attempted to determine whether an interaction exists between educational-vocational counseling techniques and the situational demand surrounding the developmental task of selecting a college major. The first major hypothesis predicted that students in the early phases of their college careers would benefit more from a counseling technique, such as traditional trait-factor counseling, which focused on exploration of the student's attributes and various vocational requirements. In contrast it was predicted that model-reinforcement counseling, which focused on deliberating and deciding between alternatives, would be of more benefit to students who were further advanced in the curriculum and who were more imminently confronted with the task of formally deciding upon a major. The second major hypothesis predicted that, in general, counseled students would exhibit more improvement in their vocational development than noncounseled students.

The study employed two treatments (model-reinforcement and trait-factor counseling) and a noncounseled control group. The situational demand or environmental expectancy for selection of a college major was varied by recruiting sixty male students who were relatively distant (freshmen, N = 30) or near (above-freshmen, N = 30) to that choice-point as determined by their stage of progress toward completion of requirements for their degree program.

Analyses of pre-treatment measures revealed differences between low and high situational demand subjects. Multiple regression covariance techniques were employed to attempt to control for these initial differences. No support was found for the hypothesized interaction between situational demand levels and counseling techniques immediately after counseling for subjects' certainty of tentative major, satisfaction with tentative major, or scores on a Vocational Decision-Making Checklist (VDC). With respect to subjects' certainty of major and VDC scores, no significant differences were observed between the two counseled groups but both groups showed significant improvement compared to the noncounseled group. Interaction effects between subjects' pre-treatment ratings, situational demand levels, and counseling techniques precluded straightforward interpretation of subjects' satisfaction with major immediately after counseling. Similar interactions were observed for subjects' certainty of major and satisfaction with major twelve weeks after counseling.

A distinction in subjective perception and objective definition of situational demand was noted in view of the failure to find clear support for the predicted interaction between situational demand levels and counseling techniques. Although the model-reinforcement technique generally produced higher criterion scores than the traditional trait-factor technique the differences were not significant, and in view of the higher order interactions caution was advised against blanket application of either technique to all educational-vocational problems. Suggestions were also made for further research as well as for educational-vocational counseling.

Order No. 73-6245, 159 pages.

THE EFFECTS OF THREE CAREER COUNSELING APPROACHES UPON COLLEGE FRESHMEN WHO ARE EXPERIENCING CAREER UNCERTAINTY

Frank MEACCI, JR., Ph.D.
University of Pittsburgh, 1972

The investigator's basic concern was to study some of the effects of three career counseling approaches upon a group of college freshmen, considered in this study as "highly uncertain" about their career plans. These three approaches were: occupational information-giving (providing the counselee with information about various careers); teaching of decision-making skills (assisting the counselee with developing skills necessary to make career decisions); and career process counseling (assisting the counselee in developing an awareness of his own personal qualities and needs and how they relate to the world of work). The effects of these three groups were compared to a group which received no counseling. From this study, two research questions were investigated which pertained to the three career counseling approaches. The two research questions were: (1) Will the effects of Career Process Counseling show more career interest movement on the "Strong Vocational Interest Blank Occupational Scales" than the Occupational Information and Decision-Making Skills career counseling approaches? (2) Will the effects of each of the three career counseling approaches show more career interest movement on the "Strong Vocational Interest Blank Occupational Scales" than the Comparison Group? A Pretest-Posttest Experimental Design was employed to study some of the outcome effects of the three career counseling approaches. The incoming freshmen from the Beaver Campus of The Pennsylvania State University were identified as part of the population of "highly uncertain freshmen" if all their scores on the Occupational Scales (SVIB) were below the standard score mean of 50. Then from this population, subjects were randomly assigned to one of four treatment groups. These groups were: Group #1 (Comparison), Group #2 (Occupational Information), Group #3 (Teaching Decision-Making Skills), and Group #4 (Career Process). A series of four one-hour individual counseling sessions was planned for each subject in each group. A description of the specific career counseling procedure by session was indicated for each career counseling approach. The investigator devised a procedure for measuring career interest movement. This was accomplished by computing the standard score mean of science and non-science oriented careers of absolute value gains for each individual. The sum of the mean absolute value gain scores was then computed for each group and the variance analyzed by a completely randomized Analysis of Variance. The major emphasis of the investigator was to observe the career interest movement of each group after experiencing a particular career counseling approach. The summary of the results for the Analysis of Variance showed no significant difference in career interest movement among the means for the four treatment groups. The obtained F ratio of 1.634 was not significant at the .05 level of confidence. In addition, "Bartlett's Test for Homogeneity of Variance" was employed and showed a significant difference in variance at the .05 level of confidence. This meant that a large variance was found in career interest movement for individuals within each group and especially in Group #3. In summary, the investigator found when studying some of the outcome effects of three career counseling approaches of "highly uncertain college freshmen" that they did not vary significantly in career interest movement after counseling. However, the investigator did find a significant difference in career interest movement for individuals within the four groups. This study was an attempt to implement some career counseling approaches and then evaluate the outcomes. In conclusion, the investigator found support for his findings in career development theories and in some recent empirical research which dealt with the effectiveness of career counseling.

Order No. 73-13,225, 120 pages.

AN EVALUATION OF THE SELF DIRECTED SEARCH AND THE EFFECT OF GROUP OR INDEPENDENT USE IN FACILITATING CAREER DEVELOPMENT OF SECONDARY SCHOOL STUDENTS

Charles I. RHODES, Ed.D.
West Virginia University, 1973

Primary purposes of this study were to investigate the construct validity of the Self Directed Search and the effects of group or independent use of the SDS in facilitating career development of secondary students. Construct validity was evaluated by investigating: (1) the intercorrelations among SDS scales; (2) congruence between current occupational choice and SDS Summary Code; (3) relation of the SDS to the Ohio Vocational Interest Survey; (4) relation of the Summary Code to interest in school subjects; and (5) relation of the Summary Code to measures of ability and achievement.

This study also investigates the effect on vocational maturity, interestingness of the SDS, satisfaction with the SDS, and errors committed when the SDS is utilized by students in a group setting or independently. Also, the effects of sex and grade level on these dependent variables were investigated. Effects due to I.Q., verbal and non-verbal abilities, and reading and mathematics achievement were controlled through analysis of covariance as was socio-economic class as measured by educational level of father's occupation.

Students enrolled in the two high schools (grades nine through twelve) of Jackson County, West Virginia, were the population (N=1739) from which this sample (N=346) was drawn. Two English sections per grade level in each of the two high schools were randomly selected. Then one of the sections at each grade level in each high school was randomly assigned to treatment one (use of the SDS in a group setting) and the second section was assigned to treatment two (independent use of the SDS). Of the 346 students, 192 (99 females and 93 males) received treatment one and 154 (75 females and 79 males) were in the treatment two group.

Analysis of the data indicated:

(1) That the scales of the SDS discriminated well between the personality types with the exception of the two self-estimates scales which did not discriminate well between the Social and Enterprising personality types in high school students.

(2) A modification of Holland's hexagonal model offered a better fit of the intercorrelations between scales measuring the personality types than did the original model.

(3) Student's current occupational choice codes agreed with their Summary Codes to a greater extent than would be expected by chance.

(4) Aptitudes, achievement, interest in school subjects, and the Ohio Vocational Interest Survey scales were related to Summary Code scores in expected ways.

(5) Students who had utilized the SDS in a group session were more vocationally mature (measured by the Vocational Development Inventory) than those who made independent use of the SDS when intelligence was controlled. Also, girls were more vocationally mature than boys; eleventh and twelfth grade students were more vocationally mature than those in the ninth and tenth grades.

(6) Students in the group mode treatment made fewer errors and arrived at the correct Summary Code more often than did those in the independent mode treatment.

(7) A large percentage (74.05) indicated that the SDS had suggested occupations which they had not considered before and 61.3 percent indicated that they were satisfied with their Summary Code, whereas only 19.1 percent were dissatisfied.

Order No. 73-23,871, 204 pages.

HOLLAND'S THEORY OF VOCATIONAL CHOICE AND EGO IDENTITY

Gary Roger LIVENT, Ph.D
State University of New York at Buffalo, 1971

Holland's theory of vocational choice (1959, 1966) has been criticized because it does not include a satisfactory explanation of the process of personal development and how this process influences vocational selection. The hypotheses in this investigation have been formulated in an attempt to determine whether Holland's theory is related to ego identity development. It has been suggested that knowledge of this relationship may provide the insight necessary to eventually produce an explanation of the influence of personal development on various vocational outcomes.

The present research investigation consisted of two highly related studies: a preliminary study, to examine specific outcomes in the vocational development-ego identity relationship, and a follow-up study to determine whether knowledge derived from the former study could be integrated into Holland's theory. The sample for the preliminary study consisted of 200 male students, randomly selected from the general population of incoming college freshmen who had participated in the 1969 summer orientation program at Niagara County Community College. The sample for the follow-up study consisted of 38 second semester male college freshmen, randomly selected from those who had participated in the preliminary study.

All subjects in the preliminary study responded to two instruments: the first was a revised method of obtaining estimates of Holland's independent variables (HIV) and the second was Marcia's Ego Identity Incomplete Sentence Blank (EI-ISB), an 18 item, semi-structured projective survey which was employed to obtain a measure of overall ego identity. Each student in the follow-up study also responded to the Vocational Crisis Inventory (VCI), a semi-structured interview technique designed to gather information on how the subject "handled his vocational crisis."

The hypotheses of the preliminary investigation predicted that:

1. A significant relationship exists between each of Holland's independent variables (congruency, consistency and homogeneity) and Erikson's concept of ego identity.
2. The effects of varying combinations of the three independent variables on the criterion variable of ego identity are cumulative.

The data from the preliminary study disclosed that:

1. When tested individually, only two of the three independent variables (congruency and homogeneity, but not consistency) were found to be significantly related to ego identity.
2. When tested collectively, only mixed support was found for the cumulative effect of the three independent variables on ego identity.

One of the conclusions drawn from the preliminary study was that the lack of a stronger relationship among these variables may be due, in part, to the static nature of Holland's variables. Based on this premise, the follow-up study attempted to determine how the addition of crisis, a new dynamic variable (thought to be part of the ego identity process) would affect Holland's theory.

Specifically, the hypotheses of the follow-up study predicted that:

1. The variable crisis provides information (regarding vocational development) which is independent of that supplied by congruency and homogeneity.
2. The variables of congruency, homogeneity and crisis are each significantly related to vocational satisfaction and academic achievement (two of the dependent variables commonly associated with Holland's theory).
3. The effects of these three variables on the two dependent variables are cumulative.

The results of the follow-up study indicated:

1. When tested individually, the variables of congruency and homogeneity were each found to be independent of the crisis variable.
2. Crisis was found to be significantly related to vocational satisfaction, but not to academic achievement.
3. Homogeneity was found to be significantly associated with both of the dependent variables.
4. Congruency was found to be significantly related to academic achievement but was not significantly associated with vocational satisfaction.
5. The effects of the three independent variables, when grouped in the specified ways, were not found to be cumulative with respect to either of the dependent variables.

Collectively, these results disclosed that the addition of the crisis variable—as measured in this study—did not significantly improve predictions based on Holland's theory. It was suggested that a possible explanation for the unexpected findings lie not in hypotheses whose formulations were unwarranted, but in the techniques employed to measure the predictor variable.

Order No. 71 22,573, 114 pages.

AN INVESTIGATION OF CAREER DECISION MAKING PROCESSES AMONG ADOLESCENT MALES

David Eugene ST. JOHN, Ed.D.
Clark University, 1973

Supervisor: Dr. David Zern

This study investigated career decision making processes among adolescent males. Seven dimensions of career decision making processes were identified. Witkin's concept of psychological differentiation provided the theoretical rationale for the investigation of cognitive process within career decision making.

Instruments

Life Career Game: Career decision making was observed through the Life Career Game, author, Sarane Boocock. This Game is a simulation of the way the labor market, educational opportunities and marriage and leisure patterns operate in our society.

Assessment of Cognitive Process: Cognitive processes were assessed by analyzing the content of responses to the Decision Process Questionnaire. The content of responses to the DPQ were coded and quantified according to the categories and rating system provided by the Decision Process Rating Scale, developed by the author.

Correlates of Vocational Maturity: The following three correlates of vocational maturity were investigated in relation to LCG scores and DPRS scores: scholastic aptitude, grade point average and participation in extracurricular activities.

Procedure

Seventy male seniors at North High School, Worcester, Massachusetts were randomly assigned to one of two decision making groups. Group I made LCG decisions for themselves. Group II made decisions using the profiles of Group I. Five two-hour testing sessions were required. In session one the purpose of the study was explained, a sample round of the LCG was played and the Personal Preference Questionnaire completed. In session two, round one of the LCG was played and the DPQ completed. Round II of the LCG and the HFT were completed during session four. Round five and the DPQ were completed during session five.

Results

The results indicated that the analytical perception of information relevant to LCG decision making is associated with LCG scores. These relationships were more frequent and of greater magnitude among Group I than among Group II. Relationships were also stronger and more frequent at round V of the LCG than at round I.

It was suggested that the condition of playing the LCG with a hypothetical profile created a context characterized more as a distracting context than an embedding context. It also appeared that the context within which the LCG was played shifted toward greater embeddedness from round I to round V.

Significant differences were found in the level of DPRS scores between Groups I and II at round I. There were significant differences in the level of DPRS scores between rounds I and V among Group II. It was suggested that these results reflected the influence of memory among Group II subjects at round I. It was also suggested that the context within which Group I played the LCG was more of an embedding context than that found among Group II. There was a trend toward greater embeddedness as subjects moved from round I of the LCG to round V. This was observed in both Groups I and II.

DPRS performance was associated with DAT scores, grade point average and participation in extracurricular activities among Group I. It appears that DPRS performance among

Group I is a manifestation of vocational maturity.

There were no relationships between the correlates of vocational maturity and Group II DPRS performance. It does not appear that Group II DPRS scores are a manifestation of vocational maturity.

Summary

Cognitive processes in career decision making were investigated through the simulated environment of the Life Career Game. Witkin's conception of analytical versus global mode of perception provided the theoretical rationale for the observation of cognitive processes. Results indicated a relationship between the analytical perception of information and mature decision making when the psychological field within which the decision is made is characteristic of an embedding context. Differences were found in the level of DPRS scores among subjects making decisions in the immediate future for themselves and for another person. There were no differences in the level of DPRS scores among subjects making decisions for themselves in the immediate and distant future. There were also no differences in level of DPRS scores among subjects making decisions for themselves and for another person in the distant future.

Three correlates of vocational maturity were found to be associated with the analytical perception of information among subjects making decisions for themselves.

Order No. 73-27,007, 296 pages.

AN INVESTIGATION OF DETERMINANTS FOR CAREER DEVELOPMENT AND ADVANCEMENT

Robert Byron BECK, Ph.D.
North Texas State University, 1971

In response to the challenge of helping clientele function in a productive and personally satisfying fashion, the counseling profession assumed the responsibility for assimilating vocational information. The need was expressed for integrating fragmented vocational information into more meaningful, psychological and sociological theory. More research pertaining to adults is needed to continue the work on this task.

This exploratory and descriptive study's primary objective was to analyze vocational stability, achievement, and job satisfaction variables and their relationships to assessed and inferred personality variables for male college graduates with post college work experience who sought career counseling. Holland's assumption which states that congruency between personality and environment produces stability, achievement, and satisfaction was investigated.

Subjects were clients of a management consulting firm and were 125 in number. Seventeen demographic and forty-two career advancement and personality variables were used. Factor analysis of correlations between the forty-two variables was completed. Fourteen significant factors and 68.41 per cent of explained variance were found.

The average subject was thirty-eight, came from Anglo-German stock, was married, had two children, and his spouse was a housewife. He came from a two-sibling home and was likely to be the oldest child. His father had at least a high school education and worked in an occupation classified as realistic or enterprising. This client may have changed majors while in college, with one of the fields of Business Administration or Engineering being his final choice.

Income on his last job was $14,000. He expressed a desire for an increase in income of $1,700 during the immediate future. He has had four jobs with annual increases of salary of $750. Average work experience per job was three and one-half years. This client evidenced some responsibility for supervising others.

While this client's home-parental and self-sentiments were lower than expected, his other motivations, as well as his temperament traits, approximated test norms. His value system emphasized economic and not social orientation, with other values being represented by the norms. In general, this individual could have been classified as the enterprising type.

Choice of factor titles was on a tentative basis. They were selected as constructs which would be fundamental if used in career counseling activities to summarize personality patterns, and therefore provide a basis for pragmatic use of results.

The number of shared factor loadings between inferred personality and career advancement variables, as compared with assessed personality variables, was disproportionately high. This indicated that Holland's personality classifications have merit. It was concluded that combinations of enterprising and conventional, together with realistic and intellectual, plus the separate social and artistic classifications (a total of four) would have been sufficient for this study. It should be noted that if inferred personality measures had been used exclusively, the number of counseling hypotheses pertaining to personality patterns would have been drastically reduced.

Only two factor loading relationships were found between the primary personality and job congruency variable and career development variables. Based on this finding, the conclusion was reached that the data did not support the congruency assumption. However, the data did tend to support an exciting alternate hypothesis that incongruency does tend to inhibit career performance. Recommendations for future research are made pertaining to this and other conclusions derived from this investigation.

Order No. 72-4061, 157 pages.

A LONGITUDINAL STUDY OF ACADEMIC ACHIEVEMENT USING HOLLAND'S THEORY OF VOCATIONAL CHOICE

David Conrad SOLIAH, Ph.D.
The University of North Dakota, 1972

Adviser: Professor Eldon Gade

Problem

The purpose of this study was twofold: First, to determine the relationship of college major, career preference, and high point code of the Vocational Preference Inventory (VPI) to semester hours completed while controlling concomitantly on the ACT Composite score; and secondly, to determine the relationship of college major, career preference, and high point code of the Vocational Preference Inventory (VPI) to Grade Point Average while controlling concomitantly on the ACT Composite score and semester hours completed.

Procedure

The subjects were 228 males enrolled at the University of North Dakota during the Spring semester of the 1971-1972 school year who were also enrolled as freshmen at the University of North Dakota during the 1969-1970 Fall semester. The subjects had completed at least 24 semester hours before the Fall semester of the 1970-1971 school year. On the basis of the high point VPI codes, the subjects were classified into one of the six Holland Personality Types, as follows: Realistic, Intellectual, Social, Conventional, Enterprising, and Artistic. The career preference and college major of each subject were classified each into one of the six Holland Environmental Models, as follows: Realistic, Intellectual, Social, Conventional, Enterprising, and Artistic. The subjects were classified into one of the five groupings of Career Preference and Choice of Major on the basis of a combination of High Point Code, Career Preference, and Choice of Major. The five groupings of Career Preference and Choice of Major were as follows: Consonant Career Preference and Consonant Choice of Major; Consonant Career Preference and Nonconsonant Choice of Major; Nonconsonant Career Preference and Consonant Choice of Major; Nonconsonant Career Preference and Consistent Nonconsonant Choice of Major; and Nonconsonant Career Preference and Inconsistent Nonconsonant Choice of Major.

The subjects completed the American College Test (ACT) during the senior year of high school and completed the Vocational Preference Inventory (VPI) during pre-registration in the Summer of 1969. Career Preference was determined from the Student Profile Section of the ACT. Choice of major, semester hours completed, and grade point average were determined at the completion of the Spring semester of the 1971-1972 school year. The statistical procedures used were analysis of variance, analysis of covariance, and Scheffé's test for multiple comparisons. The .05 level was used for evaluating the significance of obtained results.

Findings

The major findings of this study are summarized below:

1. There was a significant relationship between the number of semester hours completed and the five groupings of Career Preference and Choice of Major, using both analysis of variance and analysis of covariance.
2. There was a significant relationship between the number of semester hours completed and Holland Groups having Consonant Career Preference and Consonant Choice of Major, using both analysis of variance, and analysis of covariance.
3. There was a significant relationship between the ACT-Composite score and Holland Groups having Consonant Career Preference and Nonconsonant Choice of Major.
4. There was a significant relationship between the number of semester hours completed by the Holland Realistic and Intellectual Groups and the five groupings of Career Preference and Choice of Major.
5. There was a significant relationship between GPA and the five groupings of Career Preference and Choice of Major, using both analysis of variance and analysis of covariance.
6. There was a significant relationship between GPA and Holland Groups having Consonant Career Preference and Consonant Choice of Major.
7. There was a significant relationship between GPA and the five groupings of Career Preference and Choice of Major for the Realistic, Intellectual, and Conventional Holland groups.

Conclusions

The following major conclusions were derived from the present study:

1. The interaction of personality types and environmental models was significantly related to academic success.
2. Controlling concomitantly for the ACT-Composite and Semester Hours Completed did not alter significantly those results obtained with their exclusion.
3. Congruence among personality type, career preferences and choice of major was significantly related to academic success.

Order No. 73-5976. 127 pages.

THE MEASUREMENT OF CHANGE IN SELF CONCEPT AND PERSONAL ADJUSTMENT AS THE RESULT OF BRIEF CAREER DEVELOPMENT COUNSELING SESSIONS

Roger Kent GARRISON, Ph.D.
University of Northern Colorado, 1972

The purpose of this study was to determine if self concept would improve due to the process of career planning by way of short term counseling. Also, the study sought to assess change in personal adjustment as a result of career development through brief individual and/or group counseling among university students. The study was based on the assumption that self concept and satisfactory career plans are essential to each other and that the individual's self concept will be more positive if he has well defined goals toward his life career plan.

The general hypothesis tested was to determine if career development counseling would effect a change in the individual's self concept, personal adjustment, finiteness of career plan, and career plan satisfaction.

The subjects in this study were divided into the following three groups: (1) Dissatisfied Experimental Group which consisted of thirty-six students who were dissatisfied with their career plans and availed themselves of career development counseling during the fall quarter, 1971; (2) Dissatisfied Control Group which consisted of thirty-one students who were dissatisfied with their career plans and who did not avail themselves of career development counseling; and (3) Satisfied Control Group which consisted of forty students who were satisfied with their career plans and who did not participate in the career development counseling.

The following instruments were administered to the experimental and control groups on three separate occasions: the Tennessee Self Concept Scale, Adjective Check List, Career Plan Scale, and Career Plan Satisfaction Scale. The Career Plan and the Career Plan Satisfaction Scale were constructed by the investigator. The pretest was administered at the beginning of the experiment, which lasted approximately eight weeks, and posttest I was completed immediately after the experimental phase. Posttest II was written approximately fourteen weeks after posttest I, or twenty-two weeks after pretest. The one-way classical analysis of variance and the Scheffé tests were applied to group mean scores on the specific scales of the instruments used. The .10 level of significance was utilized as the minimum for confidence due to the conservativeness of the Scheffé.

Although there were significant differences in the mean scores of the criteria being tested, most of these were to be expected due to the method of selecting group membership. The two dissatisfied groups, dissatisfied experimental group and dissatisfied control group, were not equal at the outset of the study, i.e., the dissatisfied control group was significantly more final in their career plans than were the dissatisfied experimental group, and this difference continued throughout the study. The dissatisfied experimental and dissatisfied control groups increased in career plan satisfaction with the final mean scores being significantly higher than the pretest scores. The dissatisfied experimental group significantly increased their mean score in the scale of self concept, and was the only group to retain such a gain. However, the dissatisfied control group did make an initial significant increase in the self concept scale, but later declined to a level where the pre to posttest II difference was not significant. The personal adjustment scale remained constant throughout the study for all three groups. There were less than four standard points variation within any single group over the length of the research.

In addition to the criteria being tested by the hypotheses, it was discovered that the dissatisfied experimental group did significantly change in other ways. These were: Identity, self satisfaction, and the personal self scales of the TSCS, and the dominance scale of the ACL. The dissatisfied experimental group was significantly lower than the satisfied control group during the pretest in the scales of personal self (TSCS) and achievement and dominance (ACL), but increased these scores to where the final results were not significantly different. The dissatisfied experimental group was somewhat higher in change (ACL) at the outset of the study, and increased in this scale to where the mean score was significantly higher than that of the dissatisfied control group.

The study supported, in part, the investigator's initial prediction, in that the career development counseling did assist the dissatisfied experimental group to effect a change in the individual's self concept. Other personality scales from the instruments thought to be important also increased for the individuals who availed themselves of the career development counseling. The experimental subjects became more positive in self concept, identity, self satisfaction, feelings towards their personal self, and increased in their need for achievement, dominance and change.

Order No. 73-270, 124 pages.

MEASUREMENT OF OCCUPATIONAL KNOWLEDGE IN ADOLESCENTS

Richard David GUERRA, Ph.D.
University of Missouri – Columbia, 1973

Dissertation Supervisor: Dr. Norman C. Gysbers

Purpose

The purpose of this study was to measure the occupational knowledge of selected student groups in grades 6 through 12. Specifically, it was concerned with how occupational knowledge, as measured by the Picture Inventory of Occupational Knowledge (PIOK), varied for (1) different grade levels from sixth through twelfth grades; (2) for the vocational, college preparatory, business, and general curriculums in grades 9 through 12; and (3) for sexes.

Method

To determine how occupational knowledge varied for students in different grade levels and curriculums and for each sex, the PIOK was administered to students in grades 6 through 12. The subjects in grades 6, 7, and 8 were grouped by grade and sex, and those in grades 9 through 12 were grouped by grade, curriculum, and sex. Subjects were grouped by intelligence during testing to ensure a nearly equal representation of all ability levels. Intelligence test scores were used as a co-variate during hypotheses testing because previous studies had found a correlation between intelligence and occupational knowledge. All mean scores were thus adjusted.

Results

A final sample size of 853 was used to test nine null hypotheses. Results of testing these hypotheses were as follows:

1. There was no difference in adjusted mean total PIOK scores for females and males in grades 6, 7, and 8.
2. Differences were found in adjusted mean total PIOK scores for grades 6, 7, and 8 in increasing amounts.
3. There was no difference in adjusted mean total PIOK scores for females and males in grades 9 through 12.
4. Differences were found in adjusted mean total PIOK scores for grades 9 through 12 in increasing amounts.
5. There was no difference in adjusted mean total PIOK scores for subjects enrolled in the vocational, business, college preparatory, and general curriculums.
6. Differences were found in adjusted mean total PIOK scores for male subjects enrolled in the vocational, business, college preparatory, and general curriculums.
7. There was no difference in adjusted mean total PIOK scores for female subjects enrolled in the vocational, business, college preparatory, and general curriculums.
8. There was no difference in the adjusted mean total PIOK score for males in the vocational curriculum and the average of the mean total PIOK scores for males enrolled in the college preparatory, business, and general curriculums.
9. Differences were found in the adjusted mean total PIOK score for females in the vocational curriculum and the average of the mean total PIOK scores for females enrolled in the college preparatory, business, and general curriculums.

Order No. 74-9937, 147 pages.

MODEL FOR A CAREER/LIFE-PLANNING PROGRAM FOR MEXICAN-AMERICAN COLLEGE STUDENTS

BURNS, Ruth Aline Ketchum, Ph.D.
University of Oregon, 1973

Adviser: Susan K. Gilmore

In our society, as the world of work becomes increasingly complex, a person's ability to see alternatives and to make rational decisions becomes increasingly important. The college student from a culturally different and/or economically disadvantaged background is likely to lack the skills necessary to make career/life planning decisions and to need assistance in obtaining information about career possibilities. Career counseling is an area of "support" which has received very little attention in the educational services programs for students from culturally different backgrounds.

This study is concerned with developing a model career/life planning program for one ethnic group, namely, the Mexican-American students, based on the assumption that the special cultural background of persons in any ethnic group must be an important consideration in career/life planning. It is expected that the model, once developed and refined, can be modified to suit the special needs of other minority ethnic groups.

A formative design was used to develop the model program, making it possible to systematically plan, implement, and evaluate the program. Four types of evaluation were used: context evaluation in designing a career/life program for the target population, input evaluation in setting up the program, process evaluation as the basis for modification and change as the program progressed and, finally, product evaluation to determine whether or not the program accomplished its objectives.

The objectives of the career/life planning program were to stimulate the student to obtain information about a wide variety of career alternatives and to assist him/her in clarifying personal factors and situational factors which affect career decisions, in formulating his/her own career/life goals and in planning a relevant educational program. Through individual conferences, exercises, and group discussion the participants were expected to develop decision-making skills and the ability to assess their progress toward achieving their personal goals.

The main problem encountered was the difficulty of recruiting participants. This was partially overcome by scheduling individual conferences to explain the purpose of the program prior to the first group session. A format scheduling two four- to five-hour sessions on Saturdays attracted more students than the same program scheduled in two-hour sessions over a six-week period. Evaluations by both the participants and the co-leaders indicated that the program itself was successful in accomplishing its objectives.

The dissertation includes detailed descriptions of the sessions and the exercises used, evaluations of each session and of the program as a whole. The dissertation concludes with recommendations for continuing the program with Mexican-American college students and for using it with students from other culturally/ethnically different backgrounds.

Order No. 74-12,927, 146 pages.

PERSONALITY AND THE CHOICE OF UNDERGRADUATE MAJOR: A TEST OF HOLLAND'S THEORY

Albert J. HAUSELMAN, Ed.D.
University of Kentucky, 1971

Director: Dr. J. Robert Ogletree

One of the objectives of educators is to assist students in selecting a field of study in which the student can succeed and find personal satisfactions. Until recently, psychology has been of little assistance to educators with these concerns. Over the past few years, however, there have been a growing number of attempts to factually describe the relationship that exists between personality variables and educational and vocational choice. One such attempt was made by John L. Holland who offered a theory of educational and vocational choice which assigned all major fields of study

to one of six occupational categories. Using vocational stereotypes as a basis for assigning fields of study to an occupational category, Holland predicted that individuals within a category would resemble each other and would significantly differ in personality from those in fields of study in the other five categories.

This study attempted to determine whether: (1) a combination of *Omnibus Personality Inventory (OPI)* factor scores and *American College Test (ACT)* standard scores; and whether (2) combinations of *OPI* factor scores alone would distinguish between male and female graduates of the University of Kentucky when the graduates were grouped by sex and classified according to Holland's taxonomy. This study also attempted to determine whether the same combinations of variables distinguished between those graduates of the same sex within each Holland category when they were grouped by undergraduate major fields of study.

When separate multivariate discriminant analyses (using combinations of *OPI* and *ACT* scores) were performed for males and females classified according to Holland's categories, it was found that *ACT Mathematics, ACT Natural Science, ACT Social Studies,* and *ACT Composite* were the most powerful discriminators among the six populations of males, and *ACT Composite* was the single most powerful discriminator among the three populations of females. When the multivariate discriminant analyses were repeated using combinations of *OPI* scores alone, *Masculine Role* and *Scholarly Orientation* were the most powerful discriminators among the males, and *Authoritarianism* and *Scholarly Orientation* were the most powerful discriminators among females.

When separate multivariate discriminant analyses were performed using combinations of *OPI* and *ACT* scores) for males and females classified by major fields of study within each Holland category, it was found that *ACT Mathematics* was the only independent variable that discriminated among the four populations of males within the *Realistic* category; *Scholarly Orientation* was the most powerful discriminator between the four populations of males within the *Enterprising* category; and *ACT Social Studies, ACT Mathematics,* and *Masculine Role* discriminated among the fifteen populations of females within the *Social* category. When the multivariate discriminant analyses were repeated using combinations of *OPI* scores alone, *Scholarly Orientation* again distinguished among the four populations of males within the *Enterprising* category and *Masculine Role* and *Authoritarianism* discriminated among the fifteen populations of females within the *Social* category.

None of the combinations of independent variables distinguished among the populations of males within the *Intellectual, Social, Conventional,* or *Artistic* categories; or among the populations of females within the *Intellectual* or *Artistic* categories.

The findings of this study seemed to provide construct validity for Holland's theory in some instances and some questions were raised. Specifically, this study seemed to find that for University of Kentucky graduates the choice of an undergraduate major is primarily a function of ability and only secondarily a function of personality. Questions were also raised about the assignment of political science and economics majors to the *Enterprising* category. The findings of this study seemed to indicate that the *Social* category for females should be divided into three categories.

Order No. 72-9397, 167 pages.

PERSONALITY ORIENTATION AND VOCATIONAL MATURITY: A STUDY OF PROFILE SIMILARITY

Martin James COFFEY, Ph.D.
The University of Alabama, 1972

Purpose: The deductive inquiry was made to determine whether or not similarity or dissimilarity existed in group profiles of personality and vocational maturity when the independent variables of grade level, sex group membership, curricular program, and intelligence level were varied systematically. The purpose of this descriptive investigation was to determine the feasibility of studying personality type, by vocational maturity, as a developmental process encompassing a variety of demographic and objective factors.

Assumptions: The five assumptions upon which this study was based included: (a) career development is a developmental process which occurs in stages; (b) individuals experience vocational maturity in their progression toward fuller physical and psychological development; (c) student groups at contiguous grade levels are representative of each other on the continuum of vocational development; (d) individual personality profiles are measurable; (e) group personality profiles comprise nomothetic stages of career development.

Instrumentation of objective data: This investigation was based on Holland's theory of career development and Super's vocational maturity concept. Measures used included the Vocational Preference Inventory and the Vocational Development Inventory-Attitude Scale. Twelfth grade students completed the California Short-Form Test of Mental Maturity; eleventh grade student intelligence levels were determined from the Short Form Test of Academic Aptitude.

Demographic data collection: Sex, grade, birthdate, curricular program, school code, and race were "gridded" by students on answer sheets as responses to verbal questions.

Statistical method: Indices of configural separation or overlap were generated on a 360-50 model IBM computer. The criterion of rejection was the .01 level of confidence. The robustness of r_p with correlated data was demonstrated by Williams and Treloar in violations of basic assumptions.

Conclusions

Dissimilar ($p < .01$) configurations were obtained when independent variables were separated. When control was extended to independent variables (grade level, sex group membership, curricular program, and intelligence level), all profiles were found neither alike nor unalike. Due to mixed results no conclusions were reached regarding hypotheses which concerned grade level (Grade 11 N = 2084; Grade 12 N = 1701) and curricular program (Regular N = 2338; Vocational N = 1447). Rejected hypotheses were sex group membership (Female N = 1910; Male N = 1875) and deviation intelligence level ($>+1\sigma$ N = 502; $<-1\sigma$ through $+1\sigma$ N = 2316; $<-1\sigma$ N = 922).

Fifty-two of sixty-six profile analysis coefficients indicated complete dissimilarity ($p < .01$) and supported the exploratory stage in vocational development. The dissimilarities for males and females, as well as three intelligence levels suggested a variable rate of differentiation for the exploratory stage.

Within its limitations, this study warranted the following conclusions.

1. The most influential significant other with respect to career choice tends to shift away from the basic source to sources outside the home as the subject matures and selects a career.

2. Perceived force is not a major factor in the vocational decision of most college seniors at the conscious operational level of day to day living.

3. The career choices of male students are more likely to be congruent with their inventoried interests than those of female students. Women's expressed vs. inventoried interest patterns will probably remain significantly discrepant as long as the socialization of women continues to impede the pursuit of interests either through avocations which are allowed by the cultural norms. As long as the current socialization pattern exists for males, interest discrepancy, as defined by this study, will not be statistically significant.

4. The choice of a significant other by males is related to the perception of the significant other by the subject, as a person who does not attempt to use force in influencing the career choice of the subject.

5. Although women chose persons perceived as non-forcing for significant others they experienced interest discrepancies which showed significant interactions with forced choice and significant other influence. It was further concluded on the basis of the data and the literature that as long as women are socialized to search for employment that will be compatible with their primary functions as women they will tend to select careers which may be secondary to their real interests. These types of careers may allow them to avoid cognitive dissonance and to remain as psychologically consistent as possible.

Order No. 72-32,805, 109 pages.

PERSONALITY PATTERNS AND VOCATIONAL CHOICE: A TEST OF HOLLAND'S THEORY WITH ADULT PART-TIME COMMUNITY COLLEGE STUDENTS. [Pages 76-77, "The Vocational Preference Inventory", not microfilmed at request of author. Available for consultation at the University of Missouri - Columbia Library]

Hans Arthur ANDREWS, Ed.D.
University of Missouri - Columbia, 1971

Chairman: Ralph C. Bedell

This study was designed to test Holland's recent theory of vocational development which relates personality types to vocational choices, and to determine the relevance of the theory when applied to an adult population which was in attendance at Kellogg Community College, Battle Creek, Michigan, on a part-time student basis.

The general hypothesis under study was that there would be closer relationship between personality and future job environments than personality and present job environments. Eighty-nine male adults between the ages of 21 and 55 whose goals in attending the community college were "self-improvement" and "to earn a better job" filled out Vocational Preference Inventories and described both their present and future jobs on a questionnaire. The personality scores from the VPI were compared to both present and future job environment codes which were derived by reviewing empirical and experimental job classification schemes and by agreement of three judges to job classifications not found in the other two schemes.

From the personality-job comparisons, significant results were obtained to support Holland's premise that people search out environments and, hence, vocations that are compatible with their personalities. The study also showed employer tuition reimbursement to employees did not influence these results. These findings on a diverse age group added support to what had been found previously in studies on younger college and high school populations.

The present study also suggests a practical approach for utilizing more than a single high point code in classification of personality patterns and jobs.

Order No. 71-30,702, 104 pages.

A PILOT STUDY TO EVALUATE THE EFFECT OF MEDIATED OCCUPATIONAL INFORMATION ON THE ASPIRATIONS, UNDERSTANDINGS, AND ATTITUDES OF EIGHTH GRADE STUDENTS

Dale George ZIKMUND, Ed.D.
The University of Nebraska, 1971

Adviser: Rex K. Reckewey

The purpose of this study was to compare the effectiveness of occupational information in the form of synchronized 35mm slides and audio tapes as contrasted to the traditional guidance program for eighth grade students. The major objective was to test the following null hypotheses.

1. There is no difference between the experimental and control groups on the basis of student's knowledge of occupations.
2. There is no difference between the experimental and control groups on the basis of student's level of occupational aspiration.
3. There is no difference between the experimental and control groups on the basis of student's attitude toward work.

The study involved 279 eighth grade students enrolled in Robin Mickle Junior High School, Lincoln, Nebraska. The students were randomly assigned to classes prior to the experiment. The experimental treatment was assigned to one class for each of the three guidance counselors cooperating with the investigator. The remaining two classes for each of the guidance counselors were assigned to the control group. The experimental treatment group consisted of 90 students, and the control group was composed of 189 students. The study was a quasi-experimental non-equivalent control group design. The experiment was conducted during the second semester of the 1970-1971 school year.

The students in the experimental groups were shown 35mm slides and audio tapes on 100 different occupations. The students in the control groups received occupational information via various media in their regular group guidance class.

The null hypotheses regarding knowledge and aspiration level were tested using the analysis of variance with unweighted means to accommodate the unequal class sizes. The analysis of covariance was used to test the null hypothesis for attitude toward work. The pre-test scores on "Opinions About Work" were used as the covariate. Comparisons were made to determine the relationships between the experimental and control groups regarding student personal data. The opinions of students were assessed on a subjective evaluation instrument regarding the experimental program.

Based on the data presented in the study, the results showed no significant differences for two of the dependent variables. There were no significant differences between the experimental and control groups on the basis of the "Test on Knowledge of Occupations" and the "Occupational Aspiration Scale." Thus, the null hypotheses could not be rejected.

The dependent variable used to test the null hypothesis regarding student's attitude toward work was the post-test scores on "Opinions About Work." The F ratios for the effect of mediated instruction and the effect of the individual teacher did not exceed the established critical values. However, the F ratio for the effect of the individual teacher by treatment was significant at the .05 level. Thus, the data indicate that a combination of the effect of mediated instruction and the individual teacher had more influence on student's attitude toward work than either the effect of mediated instruction or the individual teacher effect alone.

At the conclusion of the study students in the experimental treatment group were afforded the opportunity to provide feedback on a subjective evaluation instrument. The results of the evaluation indicated that the students generally had a favorable attitude toward the experimental program although a majority of the students did indicate that they would prefer to learn about jobs by talking directly to someone who had a job in which they were interested or by going on a school sponsored field trip to visit a business.

The evidence from this study suggests that occupational information provided solely by slides and tapes was as effective as the occupational phase of the group guidance program using a wide variety of audio-visual materials, class discussion, and a required paper on a selected career.

Order No. 72-184, 155 pages.

PROMOTING INVESTIGATION OF OCCUPATIONAL ALTERNATIVES IN STUDENTS WITH PROBLEMS OF UNREALISM OF VOCATIONAL CHOICE: A COMPARISON OF TWO COUNSELING METHODS

Kenneth John WALSH, Ph.D.
Boston College, 1973

The primary purpose of the present study was to compare the relative efficacy of two group counseling procedures on two criteria related to vocational development. The two dependent variables employed in this study were: (1) amount of information-seeking on specific occupational alternatives from printed sources, and (2) change in vocational choice according to field and level of choice.

In one procedure, called covert positive reinforcement (COR) (Cautela, 1970b), Ss imagined themselves performing various occupational roles and then reinforced themselves (in imagination). The second procedure, labelled Didactic-Discussion, was based on a Parsonian model of vocational guidance. Ss received feedback from test data, a scheme for relating interests and aptitudes, occupational titles suggested by test results, and group discussion of factors involved in choice of an occupation. A no-contact Comparison Group was also employed.

Ss for this study were 27 female college freshmen at Emmanuel College, Boston, Massachusetts. Prior to the study, Ss had been categorized as unrealistic, coerced, or unfulfilled in their vocational choice according to an explicit scheme developed by Crites (1969) for defining vocational problems. Three Ss from each category of unrealism were randomly assigned to the two experimental and one control condition. The same experimenter met with both experimental groups for three 50-minute sessions conducted over a two week period.

Median tests for row and column effects (Tate and Clelland, 1957) were used within a posttest-only control group design (Campbell and Stanley, 1963) to analyze experimental effects on the information-seeking variable. Results showed that neither the COR nor the Didactic-Discussion procedure was superior in promoting greater amounts of information-seeking on occupational alternatives among Ss. As expected, Ss in the no-contact Comparison Group sought out no occupation information from the sources made available in this study. Furthermore, the experimental procedures did not have a significant differential effect on Ss as a function of their membership in the unrealistic, coerced, or unfulfilled problem categories.

A three-way contingency test (Tate and Clelland, 1957) was employed to analyze the interrelatedness among experimental procedures, category of problem in unrealism, and change in vocational choice from the pre- to posttest. Results of this analysis showed experimental procedures and category of unrealism to be unrelated to both field and level changes in choice. Most Ss retained their initial vocational choices over the time period encompassed by this study.

The negative results were discussed and possible implications for further research were outlined.

Order No. 73-11,375, 115 pages.

THE RELATIONSHIP OF VOCATIONAL MATURITY TO HOLLAND'S THEORY OF VOCATIONAL CHOICE

Junius Long CAPEHART, JR., Ph.D.
University of North Carolina at Chapel Hill, 1973

Supervisor: Luther R. Taff

Since vocational maturity has been demonstrated to be developmental, little has been done to explain this construct in relationship to any career development theory. The purpose of this study was to investigate the relationship of vocational maturity to the dimension of adequacy of choice in Holland's theory of vocational choice.

The criteria for establishing adequacy of choice were Holland's constructs of congruency-incongruency and explicit role preference-no explicit role preference.

The research hypotheses tested were:

1. The mean vocational maturity score for the explicit role preference group will be higher than the mean vocational maturity of the no explicit role preference group.
2. The mean vocational maturity score of the congruent group will be higher than the mean vocational maturity score of the incongruent group.
3. The mean vocational maturity score of the congruent and explicit role preference group will be higher than the mean vocational maturity score of the congruent and no explicit role preference group.
4. The mean vocational maturity score of the congruent and explicit role preference group will be higher than the incongruent and explicit role preference group.
5. The mean vocational maturity score of the congruent and explicit role preference group will be higher than the vocational maturity score of the incongruent and no explicit role preference group.
6. The mean vocational maturity score of the congruent and no explicit role preference group will be higher than the mean vocational maturity score of the incongruent and no explicit role preference group.
7. The mean vocational maturity score of the incongruent and explicit role preference group will be higher than the mean vocational maturity score of the incongruent and no explicit role preference group.

The subjects for this study were one hundred forty-eight first-year full-time students enrolled in occupational programs at Beaufort County Technical Institute in Washington, North Carolina.

The vocational maturity variable was measured by Crites Vocational Development Inventory--Attitude Scale (VDI). The congruency-incongruency variable was established by the primary summary code of the Self-Directed Search: A Guide to Educational and Vocational Planning (SDS) and the primary code of Holland's Occupational Classification. The explicit role preference-no explicit role preference variable was measured by a format from Holland's 1968 study.

A two-way analysis of variance and the Scheffé test of multiple comparisons were employed to determine the effects of the variables stated in the research hypotheses. The research hypotheses 1, 3, and 5 were supported. All group means were in the predicted direction except the groups stated in hypothesis 6.

The findings did indicate support for explicit role preference as an effective predictor of vocational maturity. The failure of hypothesis 2 to be supported while hypotheses 3 and 5 were supported indicated a contradiction to the theoretical expectations and suggests a need for further classification and research control of the congruency-incongruency variable in Holland's theory.

An F test and a t test indicated a significant difference ($p < .01$) existed between the study sample and the national sample and indicated the limited generalizability of the study's findings. This suggests a need to more adequately control for subject samples in further research.

The findings of this study suggest to counselors that congruency and explicit role preference affect the prediction of vocational maturity but caution should be taken until further research can more adequately control for the congruency-incongruency dimensions of Holland's theory.

Order No. 74-5901, 84 pages.

RELATIONSHIPS AMONG VOCATIONAL INTERESTS, PERSONAL NEEDS, AND PERSONALITY CHARACTERISTICS

Arthur Richard BOGDAN, Ed.D.
Rutgers University The State University of New Jersey, 1973

The basic purpose of this investigation was to determine whether interests are empirically related to psychological needs and general personality variables. In part, the study was a replication of one done by Kohlan (1966). The study differed from that of Kohlan in that the sample was more heterogeneous, a general personality inventory was also included, and an examination was made of relationships between different levels of occupational choice certainty and interest and personality variables.

The study was conducted with 150 male veterans referred by the Veterans Administration, who agreed to take part in the study while receiving counseling during 1970 at the Trenton, New Jersey branch office of Stevens Institute of Technology Laboratory of Psychological Studies.

As a measure of interests, the Strong Vocational Interest Blank (SVIB) was used. The Minnesota Importance Questionnaire (MIQ) and Edwards Personal Preference Schedule (EPPS) were used as measures of psychological needs and the California Psychological Inventory (CPI) was used to assess general personality variables. The SVIB occupational scales were organized into ten groups, and three subsamples were identified for each of these groups by including an individual in a subsample on the basis of mean T score for the occupational scales making up the group. Another set of three subsamples was established by including an individual in a subsample on the basis of his expressed certainty of occupational choice: fairly good idea, some idea, and no particular idea.

A two-way analysis of variance (ANOVA), with scores for ten SVIB occupational groups as independent variables, was

performed with ranked T scores and raw scores for the EPPS and CPI and only standard scores for the MIQ. For each of the ten SVIB occupational groups, factor one of the ANOVA examined the mean score differences for the three levels on the MIQ, EPPS, and CPI. Twenty-five of the 180 F tests for both the CPI raw scores and rank scores were significant at the .05 level or higher. For the EPPS raw and rank scores and MIQ standard scores, the corresponding percentages were 21, 19, and 18. The SVIB Theoretical Biological Science group had 22 of its 53 F tests significant at the .05 level or higher.

Correlation analysis data showed a strong resemblance to the first factor of the ANOVA results with the CPI having 41% of its total correlations with the SVIB significant at the .05 level or higher. Corresponding percentages for the MIQ and EPPS were 28 and 27. About half of the significant correlations between the SVIB occupational groups and scales of the three personality instruments were negative with the great majority between $\bar{r} = .15$ and $\bar{r} = .29$. Only 16% of the correlations between the SVIB and CPI were at $\bar{r} = .30$ or above while the corresponding percentages for the MIQ and EPPS were 27 and 10.

The second factor of the ANOVA examined, for each of the ten SVIB occupational groups, the mean score differences for the three levels of expressed certainty of occupational choice on the MIQ, EPPS, and CPI scales. MIQ standard scores had only 11 of 200 F tests (5%) significant at the .05 level. Of the EPPS raw score scales, 6% were significant at the .05 level and none was found for the EPPS rank score scales. Similarly, the CPI raw score scales had nine of 180 F tests (5%) significant at the .01 level and nine more F tests (5%) significant at the .05 level while none was found for the CPI rank score scales.

Among the conclusions drawn was that results of the present study resembled previous investigations, but there were fewer and smaller relationships between interests and needs and other personality variables. Needs do not appear to be more related to interests than are general personality scales. Emphasis was placed on the need for further research using different instruments, different statistical techniques, such as factor analysis, and different criteria, which might include choice of college major or training, or entry and persistence in an occupation or occupational field.

REFERENCE

Kohlan, R. G. Relationships between inventoried interests and inventoried needs in a college sample. Unpublished doctoral dissertation, University of Minnesota, 1966.
Order No. 73-32,198, 118 pages.

RISK TAKING JUDGMENTS AND OTHER RELATED VARIABLES OF COLLEGE WOMEN WHO ARE HIGHLY DECIDED OR HIGHLY UNDECIDED ABOUT THEIR CAREER GOALS

Thomas Joseph WELLIVER, Ed.D.
State University of New York at Albany, 1973

Psychologists who work in college settings routinely assist women students in their educational-vocational development. A review of the literature related to educational-vocational choice theories was conducted in an attempt to gain information that might be helpful to practitioners faced with this task. The review revealed a paucity of educational-vocational choice theories pertaining to college students in general and women students specifically. As a result of this review, it was also learned that decision making models appeared to have the most promise for integrating both field and laboratory research and that decision making models were implicit in all of the major educational-vocational choice theories developed to help men in this regard. The review of literature was expanded to include decision making models. As a result, risk taking and related personal characteristics that seemed to have a moderating effect on decision making were identified.

This study was developed in the hope of providing meaningful data to aid in the development of functional theories of educational-vocational choice for women and also to develop tools for practitioners. Risk taking and the related personal variables were used as a basis for differentiating between three groups of freshmen women college students who were at different stages of the educational-vocational decision making process (highly decided, highly undecided, and students who became more certain over an extended period of time).

A multivariate analysis of variance was used to test the statistical hypotheses of no differences between the groups on the twelve selected variables under consideration. The probability level of .05 was selected on an a priori basis as sufficient to reject the hypotheses of no differences. There were significant differences reflected in the first analysis. Therefore, the analysis was run again on a reduced set of seven variables with planned comparisons being specified from the results of the initial twelve variable analysis.

This analysis indicated that highly decided students and those who became more certain of their educational-vocational goals were both from the same population but the highly undecided students were from another population. Three variables significantly discriminated between these groups. The variables were "Scholastic Aptitude Test" scores, confidence in decision making judgments, and the desire for social acceptance. Highly undecided freshmen women college students earned significantly higher Scholastic Aptitude Test scores than the other students. Highly decided freshmen women college students were significantly more confident of their decision making judgments and needed social acceptance significantly less than the highly undecided freshmen women college students.
Order No. 74-9296, 121 pages.

SELF-ADVISEMENT TECHNIQUES USED IN CONJUNCTION WITH GROUP AND INDIVIDUAL ACADEMIC ADVISEMENT

Walden Sharp LEWIS, JR., Ph.D.
The Florida State University, 1971

Major Professor: Harman D. Burck

Purpose

The purpose of this study was to investigate the effects of a self-advisement handbook upon student attitude toward advisement, student knowledge of academic programs, and student choice of courses when the handbook was used in conjunction with individual, group, and self-advisement.

Procedure

Population

The sample was obtained by random selection from the 283 College of Education freshmen entering Florida State University in Fall, 1971 who attended early orientation in July, 1971. Five groups were identified: I-group advisement with handbook; II-group advisement without handbook; III-individual advisement with handbook; IV-individual advisement without handbook; V-self-advisement with handbook.

Method

A self-advisement handbook was written and sent to subjects in groups I, III, and V prior to early orientation. Upon arrival on campus for orientation, students met with their advisors to obtain a trial schedule of courses for Fall Quarter. After advisement, students completed two inventories: 1. a Semantic Differential attitude scale; and 2. a knowledge inventory. Three trained raters assigned an appropriateness score to each course listed on a student's trial schedule. Analyses of variance were used to test five hypotheses on each criterion.

Results

The following significant relationships were found:

1. Self advised students were less satisfied with their advisement than group or individually advised students not using a handbook.
2. Students advised in groups achieved higher knowledge scores than those individually advised.
3. Self advised students achieved higher knowledge scores than individually advised students.
4. Students not using a handbook and advised in groups achieved higher knowledge scores than individually advised students who did not use a handbook.
5. Students advised in groups received higher ratings of appropriateness than those advised individually.
6. Self advised students received higher ratings of appropriateness than individually advised students not using a handbook.
7. Students not using a handbook and advised in groups achieved higher ratings of appropriateness than individually advised students who did not use a handbook.

Implications

The results of this study imply the following for Florida State University College of Education advising during orientation periods:

1. Group advisement procedures are superior to individual advisement in knowledge gained and the appropriateness of the course that students choose.
2. Self-advisement via a handbook is superior to advisement by an individual advisor.
3. Academic advisement with a handbook in a group situation is the most economical and efficient way of advisement.

Order No. 72-9206, 138 pages.

SIGNIFICANT CAREER DEVELOPMENT INCIDENTS IN A FRESHMAN EXPERIENTIAL TEACHER EDUCATION PROGRAM

Mary Merullo GNEZDA, Ph.D.
The Ohio State University, 1972

Adviser: Professor Joseph J. Quaranta

The purpose of this study was to elicit Significant Incident Reports from forty students who participated in the Freshman Early Experiencing Program at The Ohio State University and to analyze the reports in order to determine (a) what planned (program) and unplanned (non-program) activities the freshmen identified as significant in their growth in career development; (b) in what settings these incidents occurred; (c) what incidents occurred in supervised, in cooperatively directed, and in independently directed activities; (d) which objectives of the Freshman Early Experiencing Program participants believed they had progressed toward as a result of each incident reported; and (e) what shifts in commitment toward or away from teaching occurred over the time period of this study.

The primary instrument used to collect data for this study was the Significant Incident Report Form, an adaptation of John C. Flanagan's critical incident technique. A total of 867 Significant Incident Reports were collected. The data were analyzed through the computation of frequencies and percentages. A portion of the data was converted into contingency tables and subjected to chi square analysis. Analysis of variance for simple one factor repeated measures design was used in one instance.

Conclusions reached in the study indicated that among planned (program) activities and unplanned (non-program) activities, participants cited significant incidents occurring in planned (program) activities over 84 per cent of the time; therefore, it can be said that the Freshman Early Experiencing Program clearly had meaning for participants in exploring educational, career, and personal-social development. It may be concluded that the types of experiences provided by the program did facilitate student exploration of development in the three specified areas. Although significant incidents occurring in unplanned (non-program) activities were cited to a much lesser degree than planned (program) activities, it can be said that these activities also produced significant incidents which were perceived as effective in achieving the purposes of the Freshman Early Experiencing Program.

In the majority of instances, participation in planned (program) activities had perceived meaning for career development. Over 80 per cent of the significant incidents reported in the planned (program) activities indicated that such participation furthered career development, and over one-half of these incidents ranked career development first. It may be concluded that planned (program) activities tended to foster career development to a greater extent than educational or personal-social development.

Among significant incidents occurring in unplanned (non-program) activities, a little over half cited a purpose other than career development as the purpose achieved.

Within planned (program) activities, school activities were indicated far more frequently than university activities.

Of the significant incidents reported and identified as furthering career development, the largest percentage occurred in the school setting. The percentages for university settings and other settings were equal and when combined amounted to less than 15 per cent of the cited incidents related to career development. The findings indicated that when all settings were combined career development was ranked first more often than second or third, and career development was ranked third least often.

There was little change in participants' commitments to teaching over the time period of this study. It may be concluded that the program apparently does not change stated commitments to teaching to any marked degree.

Order No. 73-11,492, 238 pages.

A STUDY DESIGNED TO TEST THE VALIDITY OF SELECTED FORMULATIONS FROM JOHN HOLLAND'S THEORY OF VOCATIONAL CHOICE

William Trudell LUCY, Ed.D.
University of Maine, 1971

Adviser; Charles Ryan

It was the purpose of this investigation to test the validity of several formulations derived from Holland's theory of vocational choice. The investigation sought to answer the following questions: Will individuals classified as to personality type, on the basis of their major field of study at the time of graduation from the University of Maine, remain in this classification as they progress through their working career? Will individuals choose occupations consistent with their personality type? Will individuals who remain stable in their personality type, as they progress through their working career, show a consistent personality code?

The subjects chosen for inclusion in the study were 2,373 University of Maine alumni from the following classes: 1935, 1940, 1945, 1950, 1955, and 1960. One instrument was used in gathering data: the *Vocational Preference Inventory (VPI)*. The data collection began on May 15, 1970, and continued for 13 weeks.

Findings of the study were reported as follows: a relationship significant at the .001 level of confidence was found between personality types derived from college major and 1970 *VPI* high point code; a relationship significant at the .001 level of confidence was found between personality type derived from 1970 *VPI* high point code and present or most recently held occupation; and a non significant difference at the .05 level of confidence was found between the number of individuals who showed a stable personality type through their working career and the number of consistent personality codes shown by these individuals.

The results of this study thus provide general support for three formulations selected from John Holland's theory of vocational choice.

Order No. 71-27,885, 172 pages.

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A STUDY OF PERSONALITY DIFFERENCES OF THE VOCATIONALLY UNDECIDED STUDENT AND THE EFFECT OF VOCATIONAL COUNSELING

Rex Thomas FINNEGAN, Ed.D.
Oklahoma State University, 1971

Adviser: Dr. W. P. Ewens

Scope and Method of Study: This study sought to determine whether differences existed between the vocationally undecided college student and the vocationally decided college student. Also, it sought to determine what effects vocational counseling had upon the vocationally undecided student. The instruments used in this study were a form of the semantic differential, the non-occupational scales of the Strong Vocational Interest Blank, a self report questionnaire on background variables, and the American College Testing self report. The semantic differential was used to measure seven personality traits found by previous research to be different for the undecided student in comparison with the decided. The scales on the Strong Vocational Interest Blank and the self reports were used to determine what other differences existed between these comparison groups. There was a total of 93 students in the study; three groups of 31. There was an experimental group of undecided students who received counseling through the year, a control group of undecided students who did not receive counseling, and a decided group. One-way analysis of variance, multiple classification analysis of variance, Kruskal-Wallis one-way analysis of variance, Mann-Whitney *U* test, and *t* test were the techniques used to analyze the data.

Findings and Conclusions: The analysis of the background variables indicated that the undecided student saw his high school counselor less frequently, perceived his high school counselor as less available, and came from a smaller high school than did the decided student. Certain findings were in accord with previously conducted research; the ACT scores and high school grade point averages were not different between the two groups, and the undecided students tended to be more introverted than the decided students. On the Strong, the decided students consistently chose more "like" responses than did the undecided students. The semantic differential yielded only a small number of differences between the groups therefore the study of the effects of counseling with the undecideds was handicapped. This study indicates that the high school counselor should be more available to the undecided student. The importance of having competent counselors, especially in the small high school, is presented through this study. A number of questions were suggested which could be the bases for further research in the vocational counseling area.

Order No. 72-21,861, 148 pages.

A STUDY OF RURAL AND URBAN YOUTH: THEIR VOCATIONAL MATURITY, IDEALISTIC EDUCATIONAL ASPIRATIONS, REALISTIC EDUCATIONAL ASPIRATIONS, AND OCCUPATIONAL ASPIRATIONS

Charletta Borland DAVIS, Ph.D.
University of South Carolina, 1972

Lipset (1955) has reported that youth in large cities have greater educational and occupational opportunities than those youth living in the rural areas. Urban youth are more likely to be acquainted with a variety of occupations than are those in the small towns where occupations are fewer and more homogeneous. Due to this lack of knowledge about occupations, rural youth may be less mature in their vocational attitudes and may tend to set low aspirations regarding the type of education and skills necessary for success in the modern world of work.

The Vocational Development Inventory Attitude Scale (VDI), Educational Aspiration Questionnaire (EAQ), and Occupational Aspiration Scale (OAS) were administered to 316 tenth-grade students from an all rural county and an 85 percent urban county in central South Carolina. A multivariate analysis of variance was used to compare statistically the data from the VDI, EAQ, and OAS, except for males' scores on the OAS which were compared with an analysis of variance statistic. Differences between rural and urban, black and white males and females for the variables of vocational maturity (VM), idealistic educational aspiration (IEA), and realistic educational aspiration (REA) were examined. Also examined were differences between each of the residential categories were examined. That is, differences between rural black and white males and urban black and white males for the variables of VM, IEA, REA, and OA and rural black and white females and urban black and white females for the variables of VM, IEA, and REA were determined.

The results of the study were as listed below.

1. Tenth-grade students from the urban area were significantly more vocationally mature and had significantly higher idealistic and realistic educational aspirations than their rural counterparts. However, the significant triple interaction indicated that for the dependent variables of IEA and REA the generalizability of the effect of residence appeared to exclude rural and urban white girls.

2. White students were significantly more vocationally mature than black students but there were no differences in their idealistic or realistic educational aspirations.

3. There were no differences between males and females for any of the dependent variables (VM, IEA, and REA).

4. Urban tenth-grade males had significantly higher occupational aspirations than rural males. However, examination of the interaction indicated that black males were an exception to this statement.

5. There were no differences in the occupational aspirations of black and white males.

6. Rural white males were significantly more vocationally mature than rural black males but, there were no differences in their idealistic or realistic educational aspirations nor occupational aspirations.

7. Rural white females were significantly more vocationally mature than rural black females but, there were no differences in their idealistic or realistic educational aspirations.

8. Urban white males were significantly more vocationally mature and had significantly higher realistic educational aspirations than urban black males. However, there were no differences between urban black and white males' idealistic educational aspirations nor occupational aspirations.

9. Urban white females were significantly more vocationally mature than urban black females. Urban black females, on the other hand, had significantly higher idealistic educational aspirations than urban white females. There were no differences in the realistic educational aspirations of the females.

The implications of the findings were reviewed, and it was concluded that a real need exists for vocational guidance in the rural schools. Guidelines were suggested for school personnel to use as they guide their students through the educational and occupational decision-making process. Areas for future research were recommended. Order No. 73-16,299, 99 pages.

A STUDY OF SELECTED INTELLECTUAL AND NON-INTELLECTUAL VARIABLES FOR THE PURPOSE OF DEVELOPING AN ACADEMIC ADVISING MODEL

Walter Paxton WORK, JR., Ph.D.
Kent State University, 1973

Director: Lawrence Litwack

Females and males who entered The University of Michigan-Dearborn as freshmen in 1971 were the subjects of this study. The study investigated the relationship of selected intellectual and nonintellectual factors for the expressed purpose of identifying discriminant predictor variables which might be useful in establishing an academic advising model.

The independent variables used in this study were, (1) H.S.-G.P.A., (2) S.A.T. Math and Verbal score, (3) High School Class Rank, (4) the Allport, Vernon, Lindzey Study of Values scales, (5) the Brown-Holtzman Study Habits and Attitude scales, (6) the Clark-Trow Typologies as found in the College Student Questionnaire, Part I, (7) the biographical and attitudinal scales as found in the College Student Questionnaire.

Part I, (8) the student's sex and (9) the student's compressed major field of concentration.

The dependent variables utilized in this study were the first and second term grade point averages for the freshmen students. The relationships between the independent and dependent variables were measured by the stepwise multiple regression analysis.

Three distinct equations were generated and analyzed. The first equation to be developed concerned itself with the students' academic success in their first term of college. The significant intellectual and nonintellectual variables which comprised the First Term Advising Model were, (1) High – S.A.T. – Verbal score, (2) Medium – S.A.T. – Verbal score, (3) High School Grade Point Average, (4) Hours worked per week – None, (5) High-Clark-Trow Academic Typology, (6) High – S.V.I. – Social score.

The second term of college academic success was analyzed by two separate regression equations. The initial method did not include the students' attained First Term college G.P.A. in the multiple regression equation. The following factors proved to be significant at the .05 level: (1) High School G.P.A., (2) High – S.V.I. – Economic score (3) High – S.A.T. – Verbal score and (4) Hours worked per week – None.

The second method utilized for measuring Second Term academic success was one which included the student's attained First Term college G.P.A. in the multiple regression equation. The following factors were significant at the .05 level: (1) First Term attained G.P.A., (2) High – S.V.I. – Economic score, (3) High – Brown-Holtzman Study Habits score, (4) High School Class Rank.

The multiple correlation coefficient for the First Term college G.P.A. was .61 accounting for 37% of the total variance. When the Second Term college G.P.A. was analyzed without the First Term G.P.A. being included in the regression equation, a multiple correlation coefficient of .57 was observed thus accounting for 32% of the total variance. When the First Term G.P.A. was included in the regression equation when Second Term academic success was analyzed, a multiple correlation of .75 was attained accounting for 56% of the variance. It should be noted that the singular variables, First Term college G.P.A., accounted for .71 of the total multiple correlation coefficient of .75 in this equation.

When the independent variables of sex and compressed major field were analyzed, they did not exhibit any significant differences for any of the three equations.

The general pattern of the entry of the independent variables into the multiple regression equations exhibited that the intellectual variables were consistently the greater discriminators of academic success. In the three equations, the nonintellectual factors accounted for a minor portion of the explained variance.

For academic advising purposes, it appears to be quite evident that the intellectual variables are the soundest ones that the academic advisor may draw upon.

Order No. 74-7346, 161 pages.

A STUDY OF THE EFFECTS OF A COUNSELING AND GUIDANCE PROGRAM DESIGNED TO FOSTER CAREER AWARENESS IN TENTH GRADE STUDENTS

James William DIANA, Ed.D.
Indiana University, 1973

Chairman: Dr. Darine Brown

Problem: The problem of this study was to determine if three groups of tenth grade students had a better understanding of self, careers and occupational awareness following counseling and guidance, testing, test interpretation and career exploration. A second major purpose was to discover if the same students had an improved view of the counseling and guidance services offered by counselor trainees and staff at a secondary high school.

Procedures: The subjects were drawn at random from the total tenth grade class at Bloomington High School North in the fall of 1972. Experimental Group A received pre testing treatment, counseling treatment (individual and group counseling, test interpretation and career exploration) plus post testing. Experimental Group B received pre testing treatment, post testing with delayed counseling treatment. Control Group C received post testing followed by delayed counseling treatment. Treatment focus was understanding self and career awareness plus information gathering. A student profile sheet was developed to systematically interpret data.

Five counselor trainee students, five practicing counselors, the investigator and a counselor educator were involved. Practicum students did counseling while other personnel conducted testing, supplied the rationale and gave support and guidance to the counselor trainees.

Major Findings: Seven hypotheses were stated in the null form and failed to be rejected. There were no significant differences among the three groups in awareness of total counseling and guidance services (Student Inventory of Guidance Awareness, SIGA), ability to accurately estimate ability (Ability Self-Estimate Scale, ASES), perception of self (Dymond Adjustment Inventory, DAI and Semantic Differential Scale-Self Concept), perception of school (School Interest Inventory and Semantic Differential Scale-School Concept), and occupational aspiration level (Occupational Aspiration Scale, OAS).

Conclusions: Some trends or directionality were noted which indicated that the testing and counseling treatment may have affected certain items on the SIGA when analyzed separately. Items covering career and educational planning, awareness of testing, knowledge of counseling and guidance personnel and their location were marked positively by the majority of students in Groups A and B. Exposure to testing, counseling, and career exploration may have caused these results.

A deteriorating effect was noted for Groups A and B with regard to accuracy of perception of ability. There may have been some interference with recall due to the comprehensiveness and total number of tests taken coupled with the four month time factor.

Low self concept student scores were improved from negative to positive scores even though the majority of students in Groups A and B had relatively high self concepts on both pre and post tests.

Results indicated that students did not improve their liking for school which may have been a result of the study's emphasis on improvement of self concept and career awareness.

Occupational aspiration level remained stable from pre to post testing. A cause here may have been a result of pre treatment knowledge or concept of occupational aspiration level.

Recommendations: Future studies should be attempted to implement the most effective approach and methods by which knowledge and acceptance of self and improvement of career awareness can be integrated into a secondary school's counseling department.

Study should be made as to effective methods of involving teachers, parents and community in the secondary school's career educational program.

Time element as well as instruments used in this study should be investigated to determine their most useful contribution for the improvement of self concept and career awareness.

Investigation should be made as to the benefit of labeling counseling and guidance activities in determining student awareness of these services. Order No. 74-2641, 151 pages.

A STUDY OF THE RELATIONSHIP OF CREATIVITY, VOCATIONAL MATURITY AND VOCATIONAL CHOICE AMONG EIGHTH GRADE STUDENTS

John Calvin MEERBACH, Ed.D.
The University of Toledo, 1971

This study was designed to determine the relationships, differences, and interaction between the constructs of vocational maturity, expression of vocational choice, various aspects of creativity, and sex of pupil among eighth grade students. Specifically, the purpose of this study was to answer the following questions:

1. Are eighth grade students who score high in various aspects of creativity also likely to score high in vocational maturity?
2. Are eighth grade students who score high in various aspects of creativity also likely to express a vocational choice rather than indicate indecision?
3. Are eighth grade students who score high in vocational maturity also likely to express a vocational choice rather than indicate indecision?

Instruments used were the Verbal and Figural Tests, Form A, of the Torrance Tests of Creative Thinking, 1966 research edition, and the Crites Vocational Development Inventory: Attitude Scale, Form IV, research edition. These instruments were administered to the entire eighth grade (N=140) of a junior high school in Ohio over a period of three weeks. A sample (N=125) was realized after eliminating those pupils who did not complete all instruments. The following statistical tests were used to analyze these data: Pearson product-moment correlations were used to determine relationships between all variables in the study; a 2 x 2 x 2 factorial analyses of variance was used to determine mean differences and interaction effects between Vocational Development Inventory scores, expression of vocational choice, sex and Total Verbal Creativity scores, and an identical analysis of variance with Total Figural Creativity scores as the dependent variable was also computed; and "step-wise" multiple regression analysis was used to determine the power of Vocational Development Inventory scores, sex, Total Verbal Creativity and Total Figural Creativity scores to predict expression of vocational choice. The .05 level was selected as the significance level for this study.

The results of these analyses showed a significant correlation between Vocational Development Inventory scores and expression of vocational choice. Vocational Development Inventory scores were also significantly correlated with Verbal Flexibility, Verbal Originality, and Total Verbal Creativity scores. A significant interaction effect was found between sex, expression of vocational choice and high Total Figural Creativity scores. Girls who expressed a vocational choice and boys who were undecided tended to score high in Figural Creativity. Vocational Development Inventory scores and sex of pupil were found to be significant predictors of expression of vocational choice. Correlations significant at the .01 level were found between Total Creativity scores and all but two subtests of the Torrance Tests of Creative Thinking.

It was concluded that creative individuals may tend to be more vocationally mature than less creative persons because of the creative's particular personality attributes of perceptual openness and ability to resist premature closure in the decision-making process which may act as a mediating factor in his attitudinal responses toward the world of work and orientation toward work. Expression of vocational choice and creativity can be considered correlates of vocational maturity. High scores in the Vocational Development Inventory could be useful predictors of expression of vocational choice. The results of this study also suggest that sex differences may be influential in vocational decision-making. Recommendations for further research were included.

Order No. 72-2157, 78 pages.

A THEORY FOR THE VOCATIONAL COUNSELING OF WOMEN

Edith M. DALY, Ph.D.
Ohio University, 1970

Director: Edward L. Trembley

The study is designed to develop a conceptual framework for viewing the complexities of female vocational choice and to suggest a way of viewing the vocational counseling process that will, if implemented, help women cope more effectively with vocational problems. Literature related to women's career development, choice and participation, published in the last ten years was reviewed. The data reported in the literature included empirical research evidence, researchers' conclusions on the basis of that evidence, and comments of people who have thought, counseled and been otherwise involved in the general concerns related to vocational development, choice and participation. In instances where findings from several sources were consistent, the conclusions of these writers were accepted. In instances where findings about the same variable were in conflict, a logical examination of the assumptions, definitions and methodology was made to account for the different conclusions. If this could be done, it was and the process described. If it could not, the findings were either omitted or listed as contradictory.

The data identified in the literature analysis provided the material for developing hypothetical constructs. Information that seemed to be logically related was combined and constructs were used to explain and/or describe the relationships and meaning of these data to the vocational counseling of women. From these constructs, hypotheses were developed which constituted the theory.

It appears that objective knowledge of individual traits and/or of factors operative in job situations does not explain women's vocational choice processes. Nor do developmental constructs contribute to an understanding of the vocational behavior of women. Research findings seem to point to what could be called a *situational* view of women's choices. It appears that the decisions women make about career patterns and specific occupations are made in the light of their own individual priorities, at a particular point in time, in relation to their perception of the meaning of a number of variables impinging upon and within them.

Furthermore, while sex role exerts some influence on vocational choosing, variability among women is as operative as is variability between men and women. There is no firm evidence to support generalizations about the effects of sex role on any individual.

Since the vocational choice process itself requires subjective information as well as objective data, vocational counseling must help the client gain access to vocationally relevant information resident within herself. Occupational information and results of psychological tests are not a sufficient base for adequate vocational counseling.

Therefore, vocational counseling is viewed as an idiosyncratic relationship in which a client comes to a counselor to talk about unsatisfactory vocational behavior. Internally (covert behavior) and externally (overt behavior) the client is aware of some problem. Objective data about vocational life is available to both client and counselor from external sources; subjective data is available from the client herself. The process of counseling is designed to elicit that subjective data and discover its relationship to objective data. The counselor is responsible for maintaining optimal reporting conditions for the client so that she can not only report that of which she is aware but can also discover self-information and information about the world around her that have been unknown to her. As this happens, the client can reperceive the meaning of events in her life and use this information is a process of adequate vocational decision-making.

Order No. 71-16,483, 199 pages

A SEMANTIC DIFFERENTIAL STUDY OF CAREER IMAGES OF WOMEN HELD BY HIGH SCHOOL COUNSELORS AND ACADEMIC WOMEN

AHRONS, Constance Ruth, Ph.D.
The University of Wisconsin, 1973

Supervisor: Assistant Professor Patricia Wolleat

The purpose of this study was to examine male and female counselors' perceptions of women's roles. Of particular interest in this investigation were the images that counselors have about career vis-à-vis other female roles. According to the research literature on academic interests, women who pursue nontraditional vocational roles may have different characteristics than traditionally goal-oriented women. In order to determine how nontraditional women perceive women's roles, university faculty women's (academic women) perceptions were examined and compared with those held by counselors.

A 25 percent sample of Wisconsin school counselors and a 50 percent sample of women identified as legal faculty of the University of Wisconsin, Madison and Milwaukee campuses (academic women) were sent questionnaires. Of the 328 counselors who were sent questionnaires, 289 (89 percent) were usable; 204 (70.6 percent) of these were male and 85 (29.4 percent) were female. Of the 153 academic women who were sent questionnaires, 77 (50 percent) returned usable questionnaires.

The questionnaire booklet, The Career Concept Differential

(CCD), specifically designed for this study, contained a twelve page semantic differential (SD) and a two page personal data form. The SD is an objective, reliable, valid and generalized method for measuring the meaning of concepts. The CCD consisted of twelve concepts, representing male and female social and vocational roles, which were rated on fourteen bi-polar adjectives (scales).

Four research hypotheses were formulated: (1) that counselors would cluster female and male concepts separately; (2) that the concept of "career woman" would cluster with male role concepts rather than female role concepts; (3) that counselors would rate male concepts higher in the dimensions (factors) of evaluation, potency and activity; and (4) that counselors' and academic women's perceptions of sex-roles would differ. In all hypotheses the results for male and female counselors were analyzed separately.

Both the generalized distance formula (D) and means of the evaluative, potency and activity factors, were used to analyze the data. The D statistic provides an index of the distance between pairs of concepts. Since the research questions were aimed at detecting whether male and female concept clusters were present in the data, a cluster analysis was performed on the data. A nonhierarchical and nonorthogonal clustering procedure was used to detect clusters and cliques within the data. In addition, comparisons of factor means provided profile characteristics of concepts.

The data analyzed by the clustering procedure are best summarized into two general conclusions. First, there was more similarity, i.e., more clustering, between male concepts than between female concepts. Second, there was more similarity between the "career woman" concept and male concepts than between "career woman" and female concepts. The hypothesis that male concepts have higher mean scores on all three dimensions of meaning was not supported. Only the potency dimension revealed higher mean scores for male concepts.

The most significant finding in this study is the difference in perceptions about male roles and female roles. The lack of clustering within the female roles suggests perceived conflict between these roles, whereas the profuse clustering between male roles suggests that these roles are congruent. The existence of these differential perceptions of sex-roles suggests that the traditional view of women's roles, incorporating home-career conflict, create barriers to constructive vocational counseling and vocational development of women. Furthermore, the relative isolation of the "career woman" concept contributes to existing knowledge that career is not seen as consistent with women's roles.

Implications for counseling practice, counselor education, and suggestions for further research are discussed.

Order No. 74-8984, 148 pages.

THE VALIDITY OF HOLLAND'S THEORY OF VOCATIONAL CHOICE

Clyde Hildreth FOLSOM, JR., Ed.D.
University of Maine, 1971

Adviser: Charles W. Ryan

This study was designed to provide validity data relevant to Holland's theory of vocational choice. Two aspects of Holland's position were examined: (1) the extent to which subjects categorized among the six types reported personality characteristics consistent with Holland's descriptions of the types, and (2) the magnitude of the relationships between scores on the eleven scales of the *Vocational Preference Inventory* (VPI) and the eighteen scales of the *California Psychological Inventory* (CPI), as well as between the VPI scales themselves.

The subjects consisted of 191 males and 175 females who were enrolled in grades nine through twelve in a Maine public secondary school.

In order to examine the personality characteristics of subjects categorized within Holland's six types, two procedures were utilized. First, subjects were categorized among the personality types on the basis of their VPI high point codes. Then, the mean ranks of subjects within each personality category were computed on each of the eighteen CPI scales. Kruskal-Wallis One-Way Analysis of Variance by Ranks was utilized to determine whether observed differences between mean ranks were statistically significant. In those cases where statistical significance was achieved, paired comparison procedures were utilized to determine where the mean rank differences occurred. A total of eighteen directional hypotheses were tested for statistical significance. Separate analyses were computed for males, females, and the total group of subjects.

In order to examine the relationships between the VPI and CPI scales, Pearson product-moment correlation coefficients were computed between subjects' scores on the scales of those two instruments. Separate analyses were computed on the scores of male and female subjects as well as on the scores of subjects with high and low mental ability and reading scores. In addition, separate intercorrelations among VPI scales were computed.

Kruskal-Wallis and paired comparison procedures resulted in five of the eighteen directional hypotheses being statistically supported at the .05 level of confidence. The CPI scales on which the predicted outcomes occurred were: Achievement via Conformance, Achievement via Independence, Intellectual Efficiency, Flexibility, and Femininity.

The results of linear correlation analyses between VPI and CPI scales showed that statistically significant relationships exist among several of those scales. However, the magnitude of the coefficients obtained in the majority of the analyses suggested that the amount of common factor variance existing between the scales of the two instruments may be quite minimal. The analyses also suggested that different trends may exist between the scores of males and females on the two instruments. Such differences were suggested by variations in the magnitude and direction of the correlation coefficients obtained between scores of male and female subjects on certain of the VPI and CPI scales. Finally, the correlation analyses suggested that subjects' mental abilities and reading skills may influence the magnitude and direction of the correlation coefficients obtained between VPI and CPI scales.

Linear correlation analyses among VPI scales showed that the obtained coefficients were relatively consistent among male and female subjects. However, for the subjects in this study, the correlation coefficients were generally higher than those reported by Holland for a group of National Merit Finalists. In addition, the results suggested that subjects' mental abilities and reading skills may affect the magnitude of the correlation coefficients obtained among VPI scales. The data indicated that intercorrelations among VPI scales may increase in magnitude as the mental abilities and reading skills of subjects decrease.

Order No. 72-5626, 261 pages.

VOCATIONAL DECISION-MAKING: A COMPARISON OF THE RATES OF DEVELOPMENT FOR MEN AND WOMEN

Mary Quinn BURKHART, Ph.D.
The Florida State University, 1973

Major Professor: Harman D. Burck

The study compared the vocational maturity of men and women at three levels of education to assess their similarities and differences. Two vocational maturity questionnaires, the Career Maturity Inventory (CMI) by Crites (1973), and the Vocational Decision-Making Checklist, by Herron (1972), were used as the basis for comparison.

A total of 189 subjects from three populations were administered the two inventories: 33 male and 30 female 10th grade students; 32 male and 29 female college freshmen; and 35 male and 30 female graduate students. Overall, significant differences between the mean scores of the three classes on both the CMI and the VDC were found. When the groups were compared on the basis of sex, significant differences between the means were found for the VDC Total and for one subtest, the VDC Major subscale. In addition, a multiple comparison analysis indicated that for the CMI, all the educational groups had significantly different means; no two were similar. For the VDC, two educational groups, the 10th graders and the freshmen, formed a homogeneous subset.

The results indicated that students in the sample became more vocationally mature as measured by the two tests as their educational levels increased. Mixed results were found about the differences between men and women in vocational maturity, with the mean scores on one test, the VDC, being significantly different, but not on the other, the CMI.

The results were discussed in terms of the implications relevant to both past and future research findings. Suggestions were made as to possible appropriate courses of action to be followed in the future on the basis of the present findings.

Order No. 73-24,282, 117 pages.

VOCATIONAL DEVELOPMENT OF CHILDREN

Barbara Jo Farr FULTON, Ph.D.
University of Missouri - Columbia, 1971

Supervisor: John L. Ferguson

This study was conducted to develop an instrument, the Career Concepts Inventory (CCI), to investigate how children, preschool through fifth grade from suburban, urban, and rural locations, perceive selected characteristics of the work world. This study identified occupations about which children are aware, what they know about these occupations, and at what level they acquire this knowledge.

The CCI is an individually administered instrument and consists of seven sections: 1) Initial Interview, 2) Occupational Listing, 3) Picture Sorting, 4) Occupational Absurdities, 5) Occupational Similarities and Differences, 6) Vocational Vocabulary, and 7) Occupational Ranking.

A total of 225 children from three Missouri communities—urban, suburban, and rural—participated in this study. The sample consisted of 45 preschool children, 15 from each area, and 60 children from each of grades one, three, and five, 20 from each location.

The results of the study indicated that: 1) children begin learning about their parents' occupations during their preschool years and this knowledge increases as grade level increases; 2) children, preschool through grade five, progressively are able to list more occupations with most of these occupations classified as professional, technical, and managerial, services, and clerical and sales; 3) children improve with increase in grade level in their abilities to a) correctly sort the CCI occupational pictures, b) respond to the pictures with appropriate job titles, c) identify job activities, d) estimate economic status of workers, and e) associate the sex of workers in various occupations; 4) children participating in this study had not acquired accurate knowledge regarding job training; 5) children begin the occupational elimination process in their preschool years; 6) children improve in their abilities to detect occupational similarities and differences and pictorial occupational absurdities; 7) children have not acquired a high level of understanding for occupational absurdities; 8) close agreement exists between adults and children in ranking occupations into high and low categories. The CCI results 1) supported the premise that vocational development begins during the preschool years and proceeds along a curve and 2) indicated that children from three quite different communities were much more similar than different in vocational development as measured by the CCI through fifth grade.

Order No. 72-10,602, 189 pages.

THE VOCATIONAL DEVELOPMENT OF UNDERGRADUATE STUDENTS ENROLLED IN A VOCATIONAL-EDUCATIONAL INFORMATION COURSE

Ronald Bruce JOHNSON, Ph.D.
The University of Iowa, 1972

Supervisor: Assistant Professor William Packwood

In response to a demonstrated need for new approaches to vocational guidance of college students, a study was conducted in which a vocational-educational information course was taught to a group of university students who were attending the University of Iowa.

The course was offered at the University during the spring semester of 1972. Sixty-one subjects applied for admission to the course. These 61 subjects were randomly assigned to groups of 30 experimentals and 31 controls. No treatment was administered to the control subjects during the experimental period.

The treatment which the experimental subjects received was their participation in a vocational-educational course. By participating in the course the subjects agreed to study and discuss the majors available at the University of Iowa and the job market associated with these majors. Each subject chose two major areas which he was responsible to study and evaluate by reading academic and vocational information related to that field, interviewing persons who were teaching and studying in that major, and interviewing persons who were working in jobs associated with the field. After completing the research on a major area the subject gave a class presentation and led a discussion on the field. It was the additional responsibility of all experimental subjects to participate in the class discussions led by the other students. There was no final exam in the course, but an additional part of the treatment was that each subject wrote a final paper about his vocational-educational development.

All subjects in the study were evaluated at the end of the treatment period on 15 variables measuring 15 characteristics of these subjects. Five of these variables were measured by means of instruments developed by the writer, eight of the variables were measured by means of instruments with published reliability and validity, and two variables were not dependent upon instruments.

The 26 experimentals and 22 controls who persisted in the study were compared on the 13 variables dependent upon instrumentation by means of a multivariate analysis of variance. Since the groups were found to be significantly different at the .10 level, further analysis of the data was justified. T-tests (and in one case, a chi-square test) were performed on all 15 variables available on the subjects.

The experimentals evidenced the following characteristics greater than the controls:

1. Knowledge of educational information, measured by the Educational Information Survey, an instrument designed by the writer (.10 level).
2. Knowledge of vocational information, measured by the Vocational Information Survey, an instrument designed by the writer (.10 level).
3. Personal adjustment, measured by the scales of CRs and Aba of the Adjuective Check List (.025 and .10 levels).
4. Congruence between inventoried vocational interests, measured by the Vocational Preference Inventory, and expressed vocational choice (.10 level).
5. Congruence between inventoried vocational interests and expressed educational choice (.10 level).
6. Persistence in school, measured by whether or not the subjects re-registered in school for the semester following the treatment semester (.05 level).

The two groups did not differ on the following characteristics: (1) Vocational maturity, measured by the Vocational Development Inventory and by two instruments developed by the writer, the Test of Vocational Understanding and the Vocational-Educational History Inventory; (2) Satisfaction of educational choice, measured by a scale developed by the writer, the Educational Satisfaction Index; (3) Certainty of educational choice, measured by a scale developed by the writer, the Educational Certainty Index; (4) Satisfaction of vocational choice, measured by a scale developed by the writer, the Vocational Satisfaction Index; (5) Certainty of vocational choice, measured by a scale developed by the writer, the Vocational Certainty Index; and (6) Academic achievement, measured by the grade-point averages of the subjects for the semester of the treatment.

It was concluded that the treatment was effective in enhancing the vocational development of the experimental subjects in this study. Conclusions were made about the relative importance of the various findings, and implications for further study were suggested. Order No. 73-13,555 195 pages.

VOCATIONAL INDECISION IN MALE FRESHMAN AND SOPHOMORE STUDENTS IN A LIBERAL-ARTS COLLEGE

Miriam JOHN, Ph.D.
New York University, 1972

This study was carried out to learn more about undecided students. Consideration was given to the reasons for their lack of decision, the pressures on such students to make vocational decisions, and the differences between various types of vocationally undecided students.

The study specifically dealt with 1) the problem of whether vocationally undecided students differed from decided students with respect to various characteristics, and 2) a comparison between a group with many interests (multiple-focused) and those with few interests (unfocused), which were identified among the undecided students.

Two major hypotheses were tested. Hypothesis I proposed that freshman and sophomore students who were vocationally undecided would reveal a greater breadth of vocational and intellectual interests, would indicate a greater concern with social issues, would be more open-minded and would have a higher scholastic aptitude than their decided counterparts. Hypothesis II proposed that within the vocationally undecided student group, the multiple-focused would differ significantly from the unfocused subgroup, displaying greater breadth of intellectual interests, more concern with social issues, greater open-mindedness and higher scholastic aptitude.

In order to test these hypotheses, measures of these various variables were administered to 506 college students. First, the students were divided into vocationally decided and undecided subgroups, at both the freshman and sophomore levels. No significant differences were found between the undecided and decided students at either level. Thus, students who were vocationally undecided were not distinguishable from their decided counterparts on the measures used in this study.

To test Hypothesis II, the undecided students were further subdivided into multiple-focused and unfocused subgroups, based on whether their vocational undecidedness was due to the existence of multiple interesting alternatives or to a failure to discern any area which was vocationally attractive. On the basis of the answer to this simple question, two subgroups were identified which were strikingly different. The freshman multiple-focused undecided group performed significantly higher than the unfocused undecided group on three out of four measures. Differences between the multiple-focused and unfocused subgroup were found in scholastic aptitude ($P = 0.01$), concern with social issues ($P = 0.05$), and breadth of intellectual interests ($P = 0.01$). On the fourth measure, open-mindedness, differences did not reach significance. For the sophomore students, the multiple-focused group scored significantly higher than the unfocused group only for breadth of intellectual interest ($P = 0.01$). Thus, the undecided group of students contains a subgroup who are engaged and competent along a variety of intellectual dimensions.

These findings were discussed in relation to recent literature, and the implications for theories of vocational development, counseling and guidance, and higher education were explored. Questions for additional research were also enumerated. Order No. 73-2172, 150 pages.

WOMEN'S ROLES AND CAREERS: CONFLICT, COMPROMISE, OR FULFILLMENT

Honor Elizabeth Herbst McCLELLAN, Ph.D.
The University of Michigan, 1973

Chairman: Garry R. Walz

This study was an analysis of women's roles, especially as these roles pertain to career development. The sample was comprised of twenty-one women who were members of a graduate workshop, "Women in the Modern World," offered as a credit course at a mid-western university in August, 1972. These women were studied in depth by means of comparisons of data from various questionnaires distributed during the workshop and from analysis of taped classroom discussions with relevant theoretical and empirical research reported in the literature.

The investigation utilized all the qualitative and quantitative data available to derive a theoretical model for analyzing women's role configurations. This model was then outlined and illustrated by using characteristic examples from the data. In the process of making comparisons of the similarities and differences among the respondents' data, three distinct, but interrelating, categories emerged. These consist of the personal, interpersonal, and cultural (P.I.C.) aspects or forces which operate for individual women as they experience different roles and different stages of life. The investigator hypothesized that a distinction could be made between a balanced, or integrated, role configuration of P.I.C. characteristics and one that was in flux.

When all the comparisons had been made, it appeared that the women in the workshop might form subsets or clusters based on the configuration of their personal, interpersonal, and cultural characteristics.

The investigator then proceeded to show how various clusters of women might respond to an intervention such as this workshop as a function of their P.I.C. characteristics. The literature on self-concept and identity formation helped in making deductions about the evolution of the P.I.C. characteristics of these women.

The conceptual framework of the research included the process of viewing women's roles and career development as functions of time, both in terms of life-cycle, i.e., particular stages of life, and role-cycle, the phases of a role in which one participates. Order No. 74-3689, 244 pages.